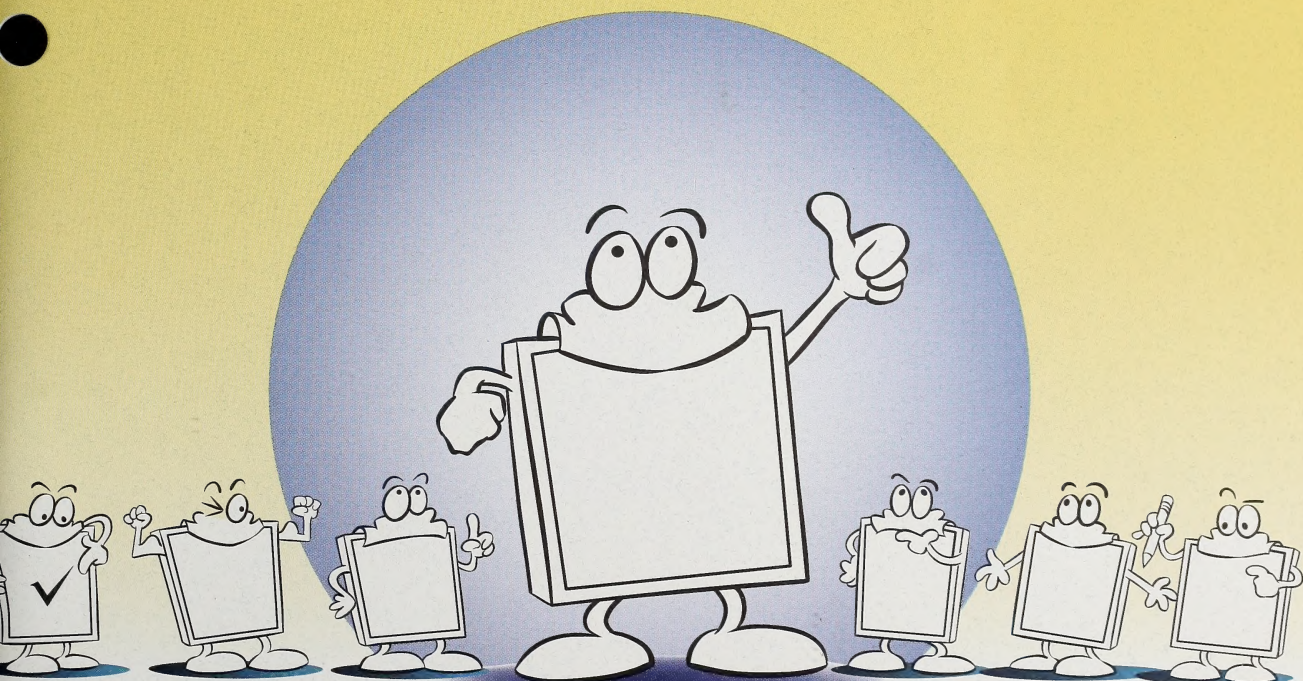


Student resource for grades 7 to 12

Make School *Work for You*

a resource
for junior and senior high students
who want to be more successful learners





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Make School *Work for You*

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This document is intended for:

Students	✓
Teachers	
Administrators	
Counsellors	
Parents	✓
General Public	

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How to use this book

This book is a tool kit filled with practical ideas that you can use to be more successful in school. *Make School Work for You* is aimed at junior and senior high school students who want to be better learners.

Inside you'll find ideas you can use to:

- know yourself
- get organized
- make every class count
- use tests to show what you know
- present your learning
- get along with others
- get people on your side
- stay motivated.

Read over the ideas. Think about what they mean for you and use them to make school work for you.



Make School Work for You is a joint project of the Learning Disabilities Association of Alberta and Alberta Learning. A teacher implementation guide is also available. Both are companion pieces to the teacher resource, *Teaching Students with Learning Disabilities* and the parent resource, *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*.

This student resource is available on audio CD for students with print disabilities.

Contents

CONTENTS

1 Chapter 1 — Know Yourself

- 1 Face the facts
- 2 Know what you want
- 2 Know where school success leads
- 2 Know your challenges
- 3 Build on your strengths
- 3 Know what works for you
- 4 Know what resources are available
- 5 Ask for what you need
- 6 Take responsibility
- 7 Use self-talk
- 8 Set goals
- 10 Take care of yourself
- 10 Get into the rhythm
- 10 Recognize causes of stress
- 11 Handle stress
- 11 Learn from your mistakes

13 Chapter 2 — Get Organized

- 14 Keys to getting organized and staying that way
- 15 Check your limits
- 15 Student calendars
- 17 To-do lists
- 18 Back planning
- 20 Binder organization
- 22 Homework
- 24 Locker logic
- 24 Planning your future

25 Chapter 3 — Make Every Class Count

- 25 Be there in body and mind
- 29 Concentration begins now
- 29 Take note of what's important
- 32 Trouble-shoot your note-taking troubles

35 Chapter 4 — Use Tests to Show What You Know

- 36 Get organized
- 37 Be systematic
- 37 Highlight information
- 39 Take a CHANCE — predict test questions
- 40 Ten study tricks
- 41 You can study for a math test
- 42 Special accommodations for test taking
- 43 Before the test
- 43 Splashdown
- 44 Be test-wise
- 45 Be a high SCORER
- 46 The anxiety factor
- 46 Multiple-choice tests
- 47 True-false tests
- 48 What to do when the test comes back

49 Chapter 5 — Present Your Learning

- 50 Writing paragraphs
- 52 Writing essays
- 52 A word about computers
- 54 Projects and presentations
- 56 A word about plagiarism

57 Chapter 6 — Get Along with Others

- 58 Join in
- 59 Be prepared
- 59 Small talk
- 59 Body language
- 59 Show that you are listening
- 60 Contribute to discussion
- 60 Look for clues
- 60 Ask if you don't know
- 60 Cooperative learning
- 66 Teasing
- 67 Bullying
- 67 The silent majority
- 68 What to do if you're being bullied
- 68 To sum it all up

69 Chapter 7 — Get People on Your Side

- 69 Who do you need on your team?
- 70 Honour your commitments
- 70 Participate in all meetings
- 70 Ask for what you need
- 71 Get your teacher on your side
- 72 Take charge of problems
- 72 Ask for feedback
- 73 Set up a study group

75 Chapter 8 — Stay Motivated

- 75 Review your goals
- 75 Think of school as your workplace
- 76 Use self-talk
- 76 Know what counts
- 76 Assess your own work
- 76 Ask for feedback
- 77 Reward yourself
- 77 Celebrate your successes
- 77 Work within time limits
- 77 Keep working when you are stuck
- 77 Add to your study tricks
- 78 Be a problem-solver
- 78 Expand your support network
- 79 Share your skills and knowledge
- 79 Let go of your mistakes
- 79 Take learning risks
- 79 Look on the lighter side
- 79 Monitor your own television viewing
- 80 Find out what inspires you
- 80 Find out what's new in technology
- 80 Learn about learning

81 Activities

- 82 Activity 1 -
Uncover your challenges inventory
- 84 Activity 2 -
Know your own strengths inventory
- 85 Activity 3 -
What works for me inventory
- 87 Activity 4 -
Goal setting organizer
- 88 Activity 5 -
Know your time limits checklist
- 89 Activity 6 -
Daily schedule
- 90 Activity 7 -
Note-taking inventory
- 91 Activity 8 -
Note-taking formats
- 92 Activity 9 -
Study organizer
- 93 Activity 10 -
Paragraph planner
- 94 Activity 11 -
Linear outline
- 95 Activity 12 -
Getting along with others inventory

103 Selected Bibliography

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CHAPTER

I

Make School Work *for* You

CHAPTER

I

Know Yourself

- Know Yourself
- Get Organized
- Make Every Class Count
- Use Tests to Show What You Know
- Present Your Learning
- Get Along with Others
- Get People on Your Side
- Stay Motivated

Doing better in school begins with you! Take a close look at your own strengths, needs, work habits and learning preferences. This will help you identify what you have and what you need to make school work for you.

Face the facts

If you want to be successful in school, you have to work hard. That's the reality. The good news is that working harder and smarter pays off! Doing well in school brings many rewards.



Know what you want

Figure out why you want to do well in school. The more specific the reasons, the more likely you are to succeed.

- Do you want to take an advanced course in a subject you like?
- Do you want to get into college, university or a special training program?
- Do you want to earn a scholarship?
- Do you want to please your parents?
- Do you want to impress your friends?
- Do you want to prove to yourself that you can do it?
- Do you need to keep up your marks so you can play on a school sports teams?

Write down your goals and read them over at least once a week as a reminder of what you are working toward.

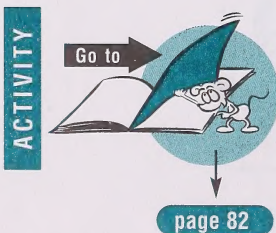


Know where school success leads

Think long and hard about what kind of life you want after high school. It is never too early to think about the kind of career you want. Do some research. Find out what different kinds of jobs are all about. Find out what training is needed and what kind of high school credits and marks you must earn to be eligible for this training. Use this information to help you set goals.

Know your challenges

Complete an in-class inventory and take an honest look at your challenges. Decide what you can work on yourself and what you may need assistance with. Talk to teachers and your parents, and find out what they think your learning challenges are.



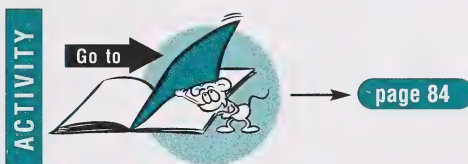
Go to the *Uncover your challenges inventory* on page 82 in the activity section. Use the questions to start identifying your in-class strengths and needs.

It may be interesting to do this inventory more than once during the school year to see how your in-class skills improve.

Build on your strengths

Know your strengths so you can use them to help overcome learning challenges. Know how you learn best and use this information when you are choosing assignment options, finding ways to study or making suggestions to your teacher. If you have a strength, such as drawing or playing a particular sport, work at this skill so it can work for you.

Find the *Know your own strengths inventory* on page 84 in the activity section. Use this inventory to identify the personal resources and skills you have that can help you become a better learner and more successful student. Use this information as you set goals for yourself. Knowing your strengths can also be a real confidence-booster.



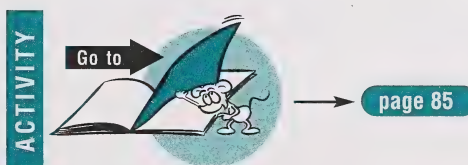
Know what works for you

Make a list of all the things that help make learning work for you. Talk to your parents and teachers — they may have some good ideas and observations. Be as specific as possible. Write down all these ideas so you can keep them in mind when making everyday choices and decisions in the classroom. Consider what works when you pack your backpack, choose a place to sit or a project topic.

Look over the questions on the *What works for me inventory* on page 85 of the activity section. Use these questions to think about your own learning styles and work habits. You can use this information to make personal adjustments in the classroom and as a starting point for talking with your teacher about your personal learning needs.

Get feedback from:

- parents
- friends
- siblings
- coaches
- teachers
- report cards



Know what resources are available

Ask your teacher or counsellor what special resources are available in your school and community.

Extra Support

- Are there tutors available? What is the cost?
- Do some teachers offer extra help?
- Are there organized study groups or workshops?
- Are there school staff or volunteers willing to proofread written assignments, or audiotape readings and/or test questions?

Technology and Courses

- Are audiotapes of course texts available in the school?
- Is there a computer lab for your use?
- Is there someone who can answer your questions when you're working in the lab?
- Are there software programs available to help you review certain skills you've covered in class?
- Can you borrow equipment for special projects, such as tape recorders and video cameras?

Library Services

- Does the library have extra hours?
- Is there a librarian who can explain how to use the system or help get you started on your research?

Specialized Programs

- Are there courses or programs designed especially for students with learning difficulties?

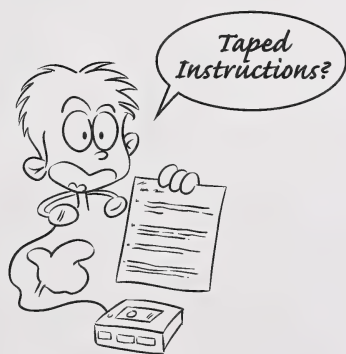


Ask for what you need

When you need something changed in the classroom, it's your responsibility to bring it to the attention of your teacher. Plan and practise what you want to say. Always go with a solution and a positive attitude.

1. State the problem and give an example.
2. Let people know you are working on this problem (so they don't think you're trying to avoid work or are not trying hard enough).
3. Briefly explain your solution to the problem.
4. Ask for their co-operation or permission for this accommodation (solution).

"I am working hard to improve my reading skills but I often misread exam questions. My understanding greatly improves when someone else reads the questions to me. One of the peer tutors would be willing to tape the test questions for me. Would you be willing to give this a try?"



"I work really hard to spell correctly but I need to use an electronic spellchecker. I always have one with me in class. Is it okay for me to use it on tests?"

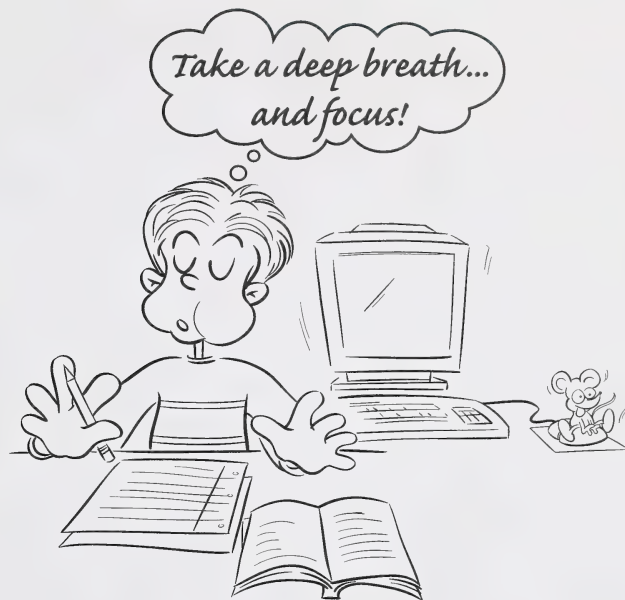


"I need extra time to show all that I know on a test. If I could have an extra half hour to finish the social studies test, it would be a better reflection of what I know. I'd be willing to stay through the lunch hour to do this."



Take responsibility

- Know what works for you and make sure it happens for you.
- Carry your own calculator and spellchecker — don't rely on a teacher to provide them.
- If you need visuals to learn a new concept and your teacher's lesson didn't include them, go to the library and find supporting material to help you understand. (You can bring the material to class and share it with the teacher and other students.)
- Be involved in conferences about your school progress. Be prepared to explain problems and come up with solutions. You are a vital member of your own learning team.
- If you need to do extra work to be ready for learning, such as pre-reading a chapter in your textbook before class, do it. Be prepared to put in the extra time and effort you need to do well.



Use self-talk¹

Self-talk is an important thinking tool. It can help you talk positively and think differently about yourself and your abilities.

Statements such as, "I can't do it!" or "It's too hard!," are self-defeating. Instead, find and use positive statements, such as, "I can do it if I try!," "I am a hard worker!" or "I can use my strategies!"

Self-talk can also help you work through learning tasks step-by-step. You gain better control by breaking tasks into manageable and meaningful parts. For instance, when doing a math problem, you might say, "I've read it over. Now I have to figure out what the question is asking."

1. From Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 4. Reproduced with permission. For ordering information, fax 780-439-3915.

SMART Goals

The best goals are SMART.

They are:

Specific

Measurable

Achievable

Realistic

Time-based.

For example:

I will read one novel by
April 28th.

I will type 20 wpm by
March 4th.

I will be on time for every
class this month.

Set goals

Setting regular goals to improve work habits helps you become a more successful student. Develop a list of positive learning behaviours to choose from when setting goals. Your list could include the following.

In class²

- Listen carefully to the teacher.
- Avoid talking to friends during class instruction.
- Practise taking better notes.
- Finish all assignments and make sure they are handed in.
- Participate actively in class discussions.
- Ask the teacher questions when I don't understand.

At home³

- Organize myself each night for the next day (file papers, check schedule, calendar and weekly goals).
- Use a calendar for recording due dates and tests.
- Break larger assignments into smaller parts and set deadlines for finishing each part.
- Study in a quiet, distraction-free place.
- Organize my desk, drawers and papers.

Put goals in writing and include a way, such as a chart, to keep track of progress. (See Activity 4, page 87 for a blank goal setting organizer.)



2. From *The Study Skills Handbook: More than 75 Strategies for Better Learning* by Judith Dodge, p. 38. Published by Scholastic Professional Books, a division of Scholastic Inc. Copyright © 1994 by Judith Dodge. Reprinted by permission.

3. Ibid.

Goal setting organizer

Date: _____

Name: _____

Is your goal

- ☐ Specific?
☐ Measurable?
☐ Achievable?
☐ Realistic?
☐ Time-based?

Goal

My goal is to ...

Get an A on Science presentation.

Rationale

I chose this goal because ...

I will be able to go on Spring
field trip to Coast.

Action plan

To reach this goal I will ...

1. Begin project 1 month before due date.
2. Use 5+ references.
3. Get Brent to look at 1st draft and make suggestions.
4. Practise presentation on video tape. (x3)

Measurement

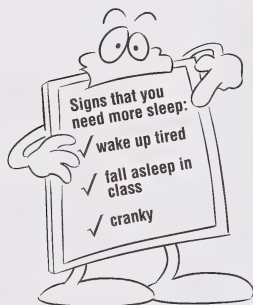
How will I know if I am successful?

My mark!
plus, I'll feel confident.

Evaluation

What would I do differently in the future?

I made it but the timeline was tight.
Next time I'd spend another week and
cancel weekend plans.



Take care of yourself

- Eat a good breakfast and lunch. Your brain will work better if it is fueled by protein. Know your own eating habits and needs. If you need nutritious snacks to keep you going, have them available in your knapsack.
- Get enough sleep the night before the test. Figure out how much sleep your mind needs to be its sharpest.

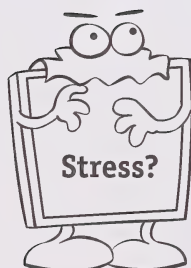
Get into the rhythm

Make the best of your natural rhythms. If you're a morning person, get up early to study. If you think better at night, allow for study time after supper. If you get sleepy after supper, study right after school. It's better to go with the flow than fight your own cycle.

Recognize causes of stress⁴

Some common pitfalls that can lead to stress and frustration:

- enrolling in courses that are not suited to you; for example, if you have difficulty understanding complex math concepts, you might not have the background to do well in physics
- thinking you are doing okay in a course and not realizing you are in trouble until it is too late to solve the problem
- not seeking out the services you need to overcome academic and social difficulties; for example, it might be necessary to take a study skills course or extra tutoring at different points throughout high school and college
- accepting poor advice from friends
- not researching the course demands and the teacher expectations before a course begins
- refusing to accept the fact that you may have to work longer and harder than other students in order to reach your goals
- not having enough time to relax and have fun.



4. Adapted from Learning Disabilities Association of Canada, *Together for Success: A Road Map for Post-secondary Students with Learning Disabilities* (Ottawa, ON: Learning Disabilities Association of Canada, 1994), p. 47. Adapted with permission.

Handle stress

- Take a reduced course load. For example, you might take four courses instead of five during the term and take a summer school course.
- Match your strengths to your course selection.
- Begin an assignment right after the teacher gives it to the class.
- Break up assignments into smaller, more manageable parts.
- Ask for help when you need it.
- Look at how you spend your time and make some changes.
- Build in regular ways to relax and have fun.

Learn from your mistakes

Be honest with yourself. When you've made a mistake, think about what you learned from it. Mistakes can be wonderful learning opportunities and can help you know yourself better.





CHAPTER

2

Make School Work *for* You

• Know Yourself

• Get Organized

• Make Every Class Count

• Use Time to Show
What You Know

• Present Your Learning

• Get Along with Others

• Get People on Your Side

• Stay Motivated

Get Organized

Organizing your life is up to you! It takes time and effort BUT there are payoffs. Organizing your life can help you:

- improve your success in school
- avoid last minute rushes and cram-a-thons
- persuade teachers and parents that you are becoming more mature and independent
- earn more privileges and freedom.



Keys to getting organized and staying that way

- Have a positive mind set.
 - An organized mind is a valuable asset.
 - When you arrive at school, leave your problems at the door and focus on learning.
- Look at the big picture.
 - Try to anticipate your needs and ask for help in advance rather than waiting until it's too late.
- Find ways to relieve (and avoid) stress.
 - Use a daily schedule to organize your time.
 - Set priorities.
 - Do what you have to today. Don't put essential jobs off for later.
 - Make time in each day for fun.
 - Ask for help if you need it.
- Stay on top of things.
 - If you're away, find out what you've missed.
 - Get your mark breakdown for each class ahead of time and use this information to help you plan your study time.
- Develop good time-estimation skills.
 - Learn to accurately estimate how long a task will take.



Check your limits

It's important to have a realistic picture of your current time commitments. Use the *Know your time limits checklist* on page 88 in the activity section to record how you are spending your time over the week. Getting this information down in black and white will help you plan more realistically and effectively.



Student calendars

Being able to manage your time successfully (without reminders from your parents) puts you well on your way to independence. Student calendars help you schedule your time wisely.⁵ When planning your schedule, consider these priorities:

- in-class time
- classes outside of school (including sports)
- work hours
- family activities
- meals
- study time (at least one hour per day)
- sleep
- recreation time.

Remember, it's important to make time for yourself in your daily schedule. Don't schedule every hour of every day — leave room for the unexpected. Be flexible and allow for change — BUT only make changes for a good reason.

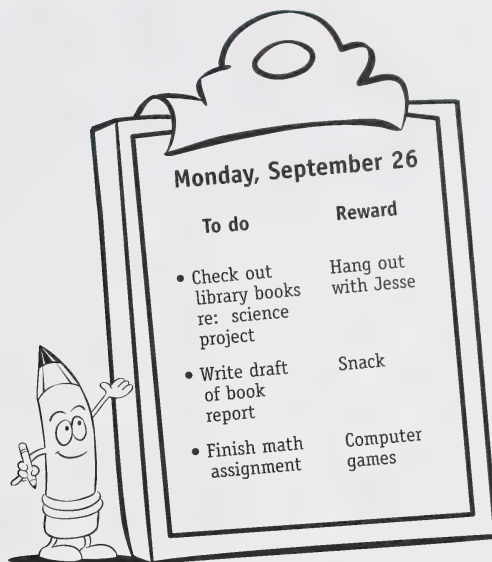
Keep a copy of your schedule where you will see it several times each day, like inside the door of your locker. Try out your schedule for at least a week before you make any changes. Make it a habit to stick with your schedule. (See Activity 6, page 89 for a blank daily schedule.)

5. From *Learning to Learn: Strengthening Study Skills and Brain Power* by Gloria Frender; IP 190-5, Copyright 1990 by Incentive Publications, Inc., Nashville, TN 37215, pp. 46, 47. Used by permission. This information can only be reproduced on a limited basis for individual use by teachers/students.

Daily schedule

Week of November 19, 2001 to November 25, 2001

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00	Leave for School.	_____→	_____→	_____→	P.D. Day	Wake up, shower, breakfast etc.	_____→
9:00	class begins 8:45 am. (Bl-1 Day 1)	_____→ (Day 2)	_____→ (Day 1)	_____→ (Day 2)	_____→	_____→	_____→
10:00	T.A. Class (10-10:25)	_____→	_____→	_____→	wake up, shower, etc.	Leave for sister and brother's basketball games	Wake up watch TV Shower breakfast, etc.
11:00	10:30 am Block 2 begins	_____→	_____→	_____→	↓	↓	↓
12:00	Lunch is at 11:45-12:30	_____→	_____→	_____→	Go out for lunch with mom.	_____→	Homework or study
1:00	Period 3 begins at 12:35	_____→	_____→	_____→	↓	_____→	↓
2:00	↓ 1:50	_____→	_____→	_____→	_____→	_____→	↓
3:00	3:10 end of school day	_____→	_____→	_____→	_____→	↓	Leave to go out with grandparents.
4:00	Watch Rosie!	4:00-5:00 workout with trainer	Same as Monday	4:00-5:00 workout with trainer	_____→	_____→	↓
5:00	Eat supper ↓	↓	Same as Monday	↓ supper	Supper	Supper	_____→
6:00	6:30 Homework ↓	6:30 Supper	Same as Monday ↓	Parent-Teacher Interviews ↓	6:30-10:00 _____→	_____→	↓
7:00	↓	7:30-8:30 Homework ↓	↓	↓	Bear's and Panda's Basketball (U of A) _____→	_____→	↓
8:00	_____→	↓	_____→	↓	_____→	_____→	_____→
9:00	Freetime! _____→	_____→	_____→	_____→	↓	_____→	_____→



To-do lists

Organized people use to-do lists to keep them focused and on top of everything they need to accomplish each day.⁶ The following suggestions will make these lists work for you.

- Prepare each evening for the next day.
- Keep the list with you throughout the day.
- Be realistic — there are only 24 hours in a day.
- Cross off items as you do them — this gives you immediate satisfaction and shows your progress.
- Add new items as you think of them.
- Use a coding system to set priorities; for example: A = most important, B = important, C = least important.
- When setting priorities, ask yourself:
 - What must be done by tomorrow?
 - How can I best use my time at this point in the day?
- Put items left over from today's list on tomorrow's list.
- Estimate the amount of time needed to complete each task.
- Give yourself a reward for completing tasks.

6. From *Learning to Learn: Strengthening Study Skills and Brain Power* by Gloria Frender; IP 190-5, Copyright 1990 by Incentive Publications, Inc., Nashville, TN 37215, p. 44. Used by permission. This information can only be reproduced on a limited basis for individual use by teachers/students.

Back planning

Many assignments are handed out a week or more before they are due. Back planning means working backward from the due date and figuring out what tasks you have to complete each day leading up to the due date.⁷ This type of planning helps you manage your time and ensures that you get longer assignments done on time. Use a calendar and follow these steps.

- Start with the due date. Count the total number of days you have to complete the project.
- Break the assignment down into smaller tasks and estimate how many days each task will take.
- Working backwards from the due date, record each task in pencil.
- Be prepared to change your timelines if something unexpected happens.
- Think of ways to speed up the process for some tasks. For example, get a taped version of a novel if you can't read it within the deadline.

The sample on the next page shows how one student backplanned for a book report. The middle column shows her thinking and what she considered in each step of the process.

The calendar below shows a simple way to map out a backplan.

Back planning calendar

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2 Choose book	3 Read 20 pages	4 Read 20 pages
5 Read 20 pages	6 Read 20 pages	7 Read 20 pages	8 Read 20 pages	9 Read 20 pages	10 Read 20 pages	11 Read 20 pages
12 Read 20 pages	13 Finish book	14 Write draft	15 Write draft	16 Revise draft	17 Revise draft	18 Expert check
19 Expert check	20 Final copy	21	22 Book report <u>DUE</u>	23	24	25
26	27	28	29	30	31	

7. Adapted from Gail McBride, Strathcona Composite High School, Edmonton Public Schools, Edmonton, AB. Adapted with permission.

Back planning

Project: Book report

Project assigned: October 1

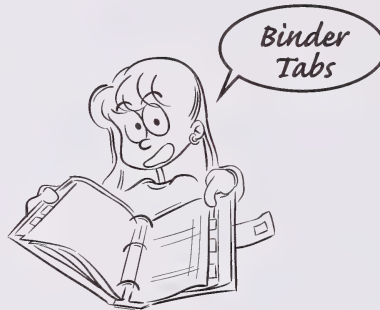
Project due: October 22

Tasks (listed in order from last to first)	Student's Thinking	Time Frame
	With this schedule, I have an extra day in case something unexpected comes up.	Due: Oct. 22
Have good copy checked by expert editor. (mom)	I need to make sure that I let Mom know I will need her help.	1 day Oct. 21 (1 hour)
Produce final copy.	Make sure I can use the computer.	1 day Oct. 20 (3-4 hours)
Have an expert editor check draft. (mom)	It might take Mom a couple of days to go through my report so I need to allow for that in my plan.	2 days Oct. 18-19 (2 hours)
Edit and revise draft.	I might need to spend a couple of days on this - it's a tough job.	2 days Oct. 16-17 (5 hrs / 2.5 hrs per day)
Write draft.	This will probably take me a couple of days to finish. I need to make sure I can use the computer.	2 days Oct. 14-15 (5 pages at 1 hr per page = 2.5 hrs per day)
Read the book.	It would take me three weeks but I don't have that much time so I will need to get it on tape.	1 - 1/2 weeks Oct. 3-13 (130 pages at 10 pgs per hour = 13 hrs / 2 hrs per day)
Choose the book.	I know the book I want to do the report on so I can choose it today.	1 day Oct. 2 (1 hour)

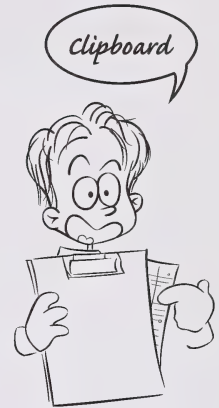
"I keep one binder for each subject. Between classes I go to my locker and trade binders so I always have the one I need."



"I keep one binder for all of my classes. I use binder tabs to separate my notes and handouts for each class. Once a week, I take my binder home and transfer all the notes and handouts into subject-specific binders."



"I take a clipboard of loose-leaf paper to class. At the end of each day, I transfer all of my notes and handouts into duotangs for each subject."



Binder organization

Save yourself time and stress, and safeguard against lost papers: organize your binder! An organized binder helps you keep track of course outlines and handouts, stay on top of homework and assignments, and study for exams. If you always put things in the same place, you will be able to find them easily when you need them. There is no one best way to organize your binder. It's important to find a binder system that works for you and stick with it.

► Keep it together⁸

- Use a three-ring binder whenever possible. It is easier to add to and rearrange papers in a three-ring binder than a spiral notebook.
- Use divider sheets with pockets for handouts that have not been three-hole punched. You can always punch them later.
- Organize the binder in the order of your classes. Use coloured tabs to mark each subject section.
- Divide each subject area into sections with a coloured sheet as a divider. For example, in language arts, you may want separate sections for daily work, quizzes and tests, homework assignments, journal-writing, etc.
- Make sure you have class notes even for those days you were absent. Ask a friend if you can copy his or her notes and then rewrite the notes in your own words.

8. From *Teaching for Learning Success: Practical Strategies and Materials for Everyday Use* by Gloria Frender; IP 52-6, Copyright 1994 by Incentive Publications, Inc., Nashville, TN 37215, p. 154. Used by permission. This page can only be reproduced on a limited basis for individual use by teachers/students.

► Don't forget to ...⁹



- Put your name, address and phone number on the inside cover of your binder in case you lose it. Put clear tape over your name label to protect it from water damage.
- Keep a supply of blank loose-leaf paper in the back of each subject area in your binder.
- Store pencils, pens, a ruler, tape, paper clips, etc. in a small plastic zipper bag made for binders.
- Place month-by-month calendar sheets in the front of your binder and write down all due assignments.
- Keep your "To Do" list clipped to the binder's inside cover.

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Homework

Homework has a number of positive spin-offs:¹⁰

- you practise skills you haven't fully mastered
- you review skills you might otherwise forget
- you add to what you already know about a subject
- you gain new knowledge
- you learn responsibility
- you finish assignments that you haven't completed during class time.



10. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 13) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

TIPS!

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TIPS!

Tips for making homework a success

You are responsible for knowing about and completing your homework assignments. Getting all your homework done can be tricky if you aren't organized. Staying on top of homework means that you do the following.

- Understand each assignment. This might mean staying after class for a few minutes to talk with the teacher or another student.
- Schedule time for homework every day. The more consistent that time is from day to day, the more likely you are to stick with it.
- Keep track of due dates for homework assignments. Post a calendar at your study place and use it to keep track of your assignments.
- Put your assignments in order of importance. Do the most pressing assignments first.
- Do your homework in the same place every day. Find a quiet place that's free from distractions.
- Have all the needed supplies on hand, including:
 - pens
 - pencils
 - erasers
 - paper clips
 - ruler
 - calculator
 - dictionary
 - thesaurus
 - file cards
 - computer discs
 - post-it notes
 - highlighters
 - paper
 - a kitchen timer.
- Get the phone number of a classmate you can call if you need help.
- Handle your homework problems. When your homework is not done, be honest about the reason and offer a solution to the problem.

Locker logic

- Keep your locker organized. Keep your morning books on the bottom and your afternoon books on the top.
- Keep your locker free of clutter. Clean it out once a week.
- Colour code your binders, books and materials by subject. This will help you quickly locate everything you need.
- Post your daily schedule and a monthly calendar of assignments on the inside of your locker door.

Planning your future

If you want to go on to post-secondary education, the time to begin planning is NOW. Get started by following these suggestions.

- Talk with your school guidance counsellor about your area of interest.
- If possible, visit the institution you want to attend and talk with someone in your area of interest.
- Find out what services the institution offers students with learning difficulties. For example, do they offer tutoring, counselling, testing accommodations or computer labs?
- Phone or write the institution you wish to attend, and request catalogues and registration information.
- Talk with your school guidance counsellor or your academic advisor and plan your courses to meet the entrance requirements of the institution you want to attend.
- Be prepared to take more time to get all your courses. For example, if you need English 30 and you have difficulty with reading and writing, you might decide to take English 33 to prepare yourself for English 30.
- Once you know what you need to do, set goals for yourself. The big goal is to get accepted into the institution you want to attend, but there will be many small goals along the way.



CHAPTER

3

Make School Work for You

+ Know Yourself

+ Get Organized

+ Make Every Class Count

+ Use Tests to Show
What You Know

+ Present Your Learning

+ Get Along with Others

+ Get People on Your Side

+ Stay Motivated

CHAPTER

3

Make Every Class Count

There are less than 200 school days a year. Successful learners make every day count.

Be there in body and mind

- Attend every class.

Often your teacher is covering ideas and information that are not in a textbook. You need to be in class to learn.



- Arrive on time.

Otherwise, you risk annoying the teacher, missing crucial information or getting too flustered to pay attention. Do whatever it takes, whether it's wearing a watch, setting your alarm earlier or running instead of strolling.



- If for some reason you do arrive late, enter quietly and walk quickly to your seat.

If the teacher stops talking, quietly say, "Excuse me, sorry I'm late."

- Leave your worries and distractions outside the door. Enter the classroom ready to learn.

- Bring everything you need.

Have the right tools: erasable pens are great and mechanical pencils save trips to the sharpener.

- Look like you are ready to learn.

Open your notebook, have your textbook ready and get out your pen right away.

- Sit in a good place.

If you can choose your own seat, sit in the front of the room in the teacher's line of vision. If you are constantly distracted by another student or cannot see the board, move quietly to another seat.

- Listen carefully.

Focus on the teacher and other students as they ask questions and contribute to discussions.

- Do NOT chat with other students during class time. Reserve class time for learning.

- Keep a relaxed but quiet position as you listen.

Monitor yourself to make sure you are not doing things that interfere with other students' learning, such as drumming your fingers or humming under your breath. Ask your study buddy to let you know if he or she notices any annoying habits that might be bothering others.

- If you're unsure about what you should be doing, quietly check out what other students are doing.

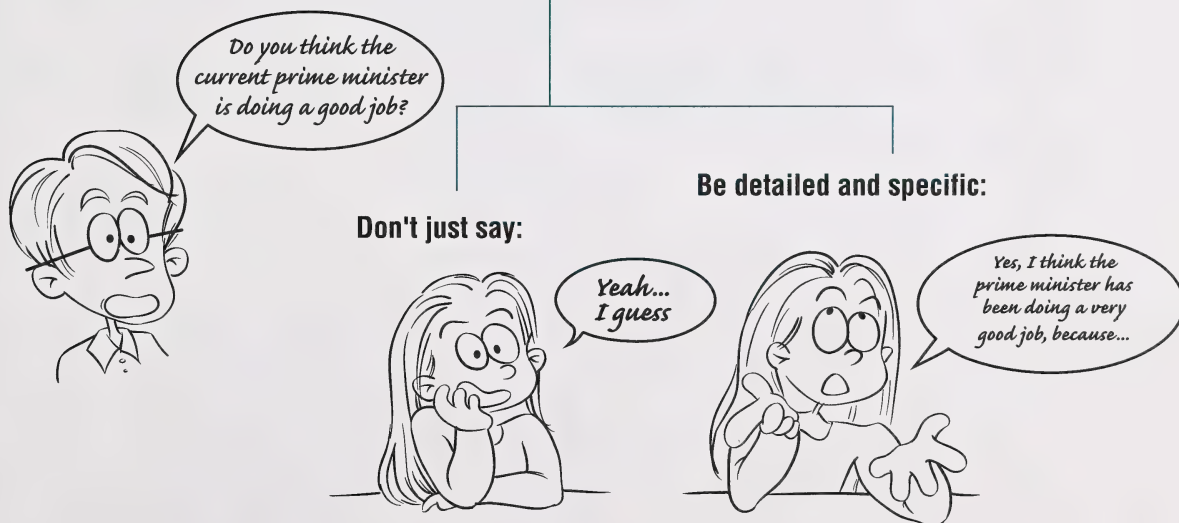
- Find out who is doing really well.

Note what they do in class and use their example to improve your own in-class performance.

- Participate.

Offering a good guess if you don't know the answer is almost always better than never raising your hand.

- Try to answer questions in complete sentences, not just mumbled phrases.



- Set your own goals for making every class count.




- If you must miss a class:

Never ask:



Instead, ask:





Catch yourself

Make a check mark on a separate sheet of paper each time you realize that your mind is wandering. Set a goal to make fewer check marks for each class period.

Concentration begins now

- Set your mind for learning — intend to listen.
- Keep your mind active — take notes.
- Resist distractions — use self-talk to put yourself back on track.
- Involve yourself — think of examples as the speaker talks.
- Think ahead — guess what is coming next.
- Think of questions while listening — this helps you organize thoughts.
- If you get bored — remind yourself of your goals.

Take note of what's important

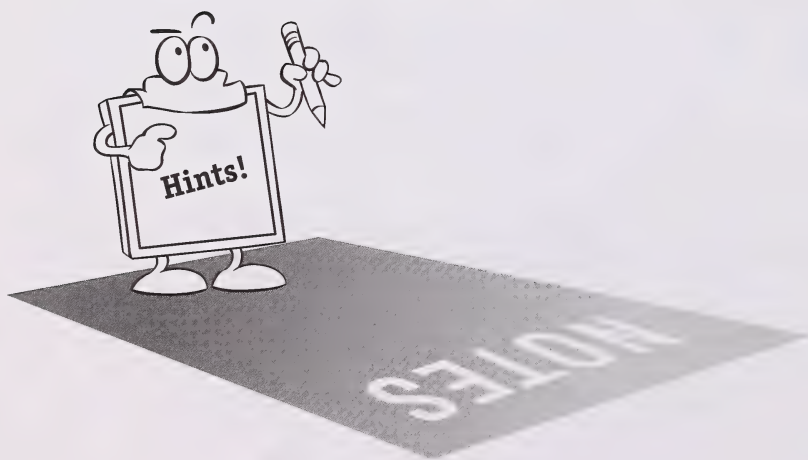
Here are some reasons why you need to take detailed and accurate class notes.¹¹

- Your teacher probably covers information in class that isn't in the textbook. If you don't write it down, you won't have it when you need it.
- Class notes are your best record of what happens during class and your best source of material for test reviews.
- Writing things down reinforces what you hear and helps you remember.
- Taking notes makes you a more active listener.

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► Note-taking hints¹²

- Write down a date and title for each lesson. (If the teacher doesn't provide a title, make one up.)
- Listen 80 per cent and write 20 per cent of the time.
- You don't need to write down everything the teacher says, but do write down everything the teacher writes on the board as well as any questions the teacher asks.
- Underline, circle or star anything the teacher repeats or emphasizes.
- Write one idea per line and skip lines. Leave wide margins so extra ideas can be added later.
- Use one side of the page only (so you can add details later).
- Write neatly so you can read it later.
- Abbreviate common words and terms that are repeated. For example, "b/c" for because, "&" for and, "govt" for government.
- Put question marks beside any points you don't understand — they can be discussed later with the teacher.
- Listen and take notes to the end. Important summaries and ideas are often given in the last five minutes of class.



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The example below shows a grade 10 student's notes from social studies class. She used point form, numbering and headings to organize her information.

	<p style="text-align: right;">November 4/01</p> <p><u>Democracy demands:</u></p> <ul style="list-style-type: none"> • respect the wishes of the majority and listen to the minority and expect more from its people. • fair play. • majority decides. • have the responsibility not to abuse their rights. <p>→ Democracy depends upon people being <u>informed</u>!</p> <p>To be informed, people need:</p> <table border="0"> <tr> <td>1) Freedom of Speech</td> <td rowspan="4" style="font-size: 3em; vertical-align: middle;">}</td> <td rowspan="4">This gives the people the opportunity to read about, listen to, and discuss many points of view.</td> </tr> <tr> <td>2) Freedom of Press</td> </tr> <tr> <td>3) Religious liberty</td> </tr> <tr> <td>4) Freedom of Assembly</td> </tr> </table> <p><u>Democracy Assures that people:</u></p> <ul style="list-style-type: none"> • have a quick fair trial and are free from cruel and unusual punishment. • right to privacy → one does not have to give up info about oneself that could damage their reputation (i.e. cannot be tortured to confess a criminal act.) <p>★ Equal Rights.</p> <p>Canada, U.S.A., France, U.K., Netherlands, Belgium and Scandinavian countries – have different forms of democracy.</p> <p><u>Similarities</u></p> <ol style="list-style-type: none"> 1.) Equal rights 2.) Respect for individual rights. 3.) Respect for the wishes of the majority. 4.) Laws allow for peaceful change. 	1) Freedom of Speech	}	This gives the people the opportunity to read about, listen to, and discuss many points of view.	2) Freedom of Press	3) Religious liberty	4) Freedom of Assembly
1) Freedom of Speech	}	This gives the people the opportunity to read about, listen to, and discuss many points of view.					
2) Freedom of Press							
3) Religious liberty							
4) Freedom of Assembly							



Class notes are your study guide for upcoming tests. Use these **3 Rs** for reviewing class notes — reread, rewrite and reinforce.¹³

- 1 — **Reread** the notes aloud. Repeating the information helps you remember it better so you can use it to answer questions.
- 2 — **Rewrite** notes neatly and clearly when there is a scribbled word, or an unclear or confusing piece of information.
- 3 — **Reinforce** notes. To “reinforce” means to strengthen by adding something. Strengthen class notes by adding important, relevant information from the textbook or handouts. Use a highlighter to spotlight important information. (You know you’re over-highlighting when you mark almost everything.) Make sure each section of notes has a title that clearly states the main idea.

13. Source: Canter & Associates, (1989), *How to Study and Take Tests*, Los Angeles, CA, p. 29. Used with permission.

Trouble-shoot your note-taking troubles




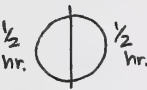
- Compare your notes with a friend’s notes. (Pick a friend you know is a good note-taker.) Add to your notes.¹⁴
- Read the textbook chapter ahead of time. This will help you be a better listener and note-taker. You’ll already know some of what you hear.¹⁴
- Experiment with different ways of rewriting notes. Try mind maps, graphic organizers or formal outlines. Ask your teacher for advice or check out a recent book on study skills. (See Activity 7, page 90 for blank note-taking formats.)
- Talk to your teacher if you are finding it hard to keep up. Ask the teacher to help you fill in the details. If you’re really having difficulty, you might try tape recording lectures but be aware that it takes about four hours to transcribe one hour of tape, so it isn’t a practical solution for the long term.¹⁴

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Column note-taking

Subject: Study secrets

Date: 4/25/01

Main ideas	Supporting details
SNACKS #1.  #2. 	- low blood sugar \rightarrow poor concentration, poor memory - best: protein, raises level slowly but keeps it high longer; e.g., peanuts, soy, meat. - 2nd best: fruit - worst: refined sugar; e.g., candy, pop.
BREAKS 	- every $\frac{1}{2}$ hour - 5 min. break - must be complete change from study.
PACING 	- 1 hour per day - divide study periods into equal lengths.

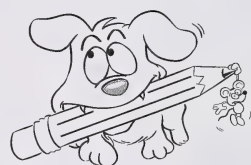
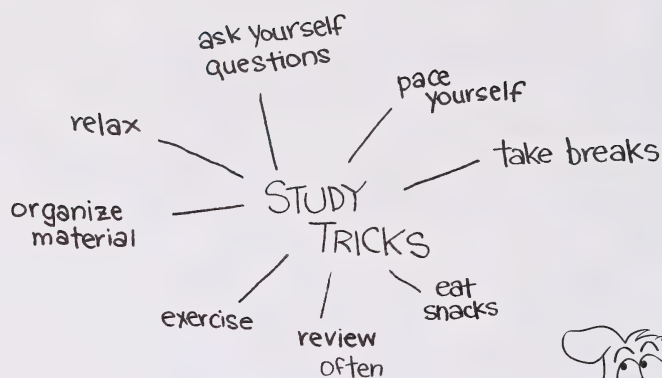
Question and answer note-taking

Subject: Study secrets

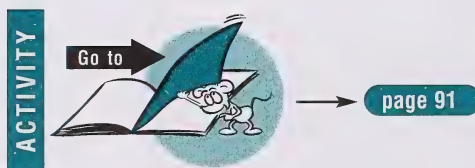
Date: 4/25/01

Questions	Supporting details
- How does hunger affect memory? - What's the best choice for a smart snack? Why?	- low blood sugar - poor concentration, poor memory - best: protein, raise level slowly but keeps it high longer; e.g., peanuts, soy, meat - 2nd best: fruit - worst: refined sugar; e.g., candy, pop.
- How long should study breaks be? - How often?	- every $\frac{1}{2}$ hour - 5 min. break - must be complete change from study.
- How much time a day will get you the best results? - How should you divide your study periods?	- 1 hour per day - divide study periods into equal lengths

Web



- Keep practising. If you stick with it you'll get better at it.
- Check your own note-taking skills by turning to the *Note-taking inventory* on page 91 in the activity section. Use this information as you set goals for improving your current skills.



CHAPTER

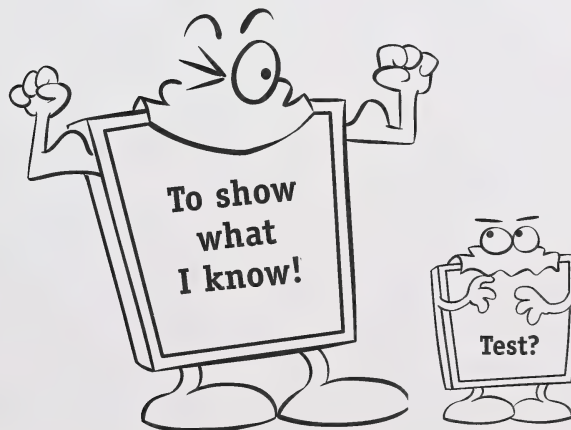
4

Make School Work for You

- Know Yourself
- Get Organized
- Make Every Class Count
- Use Tests to Show What You Know
- Present Your Learning
- Get Along with Others
- Get People on Your Side
- Stay Motivated

Use Tests to Show What You Know

Tests are opportunities to demonstrate learning. Preparing for tests helps you gain a better understanding of new concepts and skills. Tests are a reality check. They give you, your teachers and your parents information about how you are learning and what you can do on your own.



Get organized¹⁵

The first step in getting ready for a test is to ask yourself, "What do I need to know?" and "How can I show what I know?"

Use class notes, textbooks and the teacher's help to outline all the information covered in the unit. Make an organizer that lists the words and concepts covered. Use key words as memory triggers. Don't record complete answers on the sheet — that's too easy and doesn't encourage thinking about the answer.

Use the organizer to talk through new information and make up questions. Put the new information into your own words. See Activity 9, page 92 for a blank study organizer.

Social Studies 23

November 19, 2001

Study organizer

A. DEFINITIONS/TERMS
(Know what these words mean and be able to use them.)

cantons	William the silent	King James Bible
pieces	Independence	enclosure movement
Anglican church	Presbyterians	
Catholic	Spain	
	republic	

B. CLASSIFY
(Be able to compare and contrast — know the similarities and differences.)

Government

Absolutism - Democracy

C. EXPLAIN
(“What if . . .” “Tell why . . .” “Give reasons . . .”)

Glorious Revolution

D. DRAW (and label)

E. DEMONSTRATE

15. From Dana Antaya-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 8. Reproduced with permission. For ordering information, fax 780-439-3915.

Be systematic

- Begin with the most difficult tasks — get them done so they won't hang over your head.
- Pace yourself by alternating assignments that do not require great amounts of concentration with tasks that are more difficult.
- Break large assignments into smaller, organized parts.
- Set reasonable time limits for yourself.
- Give yourself enough time to do a good job. Go for quality.
- It's okay to dislike the assignment or task, but do it anyway.
- Prop reading material at a 45 degree angle and your eyes will be less tired.



Short and often

Don't wait until the last minute to review for a test. Frequent short study periods are more efficient than cramming in one long study session.

Overlearn

Keep studying something even after you know it. Overlearning is especially useful if you get nervous during a test.

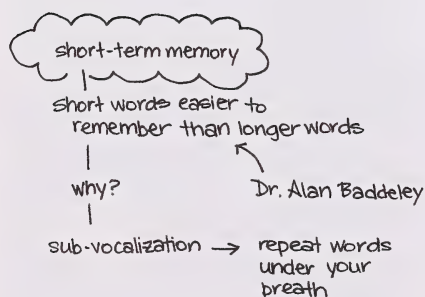
Read aloud

Reading new information aloud helps some learners remember ideas faster and more efficiently.

Highlight information

Highlighting key words is a useful strategy for reviewing and studying factual material.¹⁶ It helps you review new information and organize it so that it's easier to understand and remember.

- Read the paragraph or section of text.
- In your mind, identify the main idea. Use this for your title.
- Choose the key words in each sentence (usually one to five words per sentence).
- Ask yourself: "Does each of these words provide an important piece of information about the main topic?"
- If it's okay to write on the page, highlight the words with your highlighter pen. If it's not okay to highlight on the page — make a photocopy or handwritten copy of the information. An overhead transparency sheet also works. Place it over the text and use an overhead marker to highlight key words. When you are finished, you can wash off the plastic sheet and re-use it. (Use your highlighter pen sparingly. You only want to highlight key words — not whole phrases or sentences.) Here is an example.



The time span on your working short-term memory is a bit more tricky. But a scientist called Dr. Alan Baddeley carried out some experiments to try to put a value on it. The first thing he discovered was that if you're trying to remember words, you'll remember short words more easily than long ones. No surprises there, but the good doctor asked himself *why*. The answer he came up with was that in trying to remember words, you *subvocalize*, which is just the scientific way of saying you repeat words to yourself under your breath. (Brennan, 1997, p. 60)

16. From Dana Antaya-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 6. Reproduced with permission. For ordering information, fax 780-439-3915.

Take a CHANCE — predict test questions¹⁷

If you can predict the questions your teacher will ask, and if you practise your answers, you will do better on tests. The **CHANCE** strategy can help you predict possible test questions.

C = Critical ideas

Focus on the critical ideas — the ones that are most important to understanding the chapter or topic as a whole. Good tests won't focus on picky details.

H = Higher order questions

When a question requires more thinking and you have to pull information from more than one sentence or paragraph, make judgments or draw conclusions, the question is considered higher order. Try to think about questions that really stretch your thinking.

A = Accuracy

If you can explain in your own words what a textbook chapter says or what your teacher meant during a class lecture, then you are interpreting the materials with accuracy. The questions you predict will also be more accurate.

N = Number

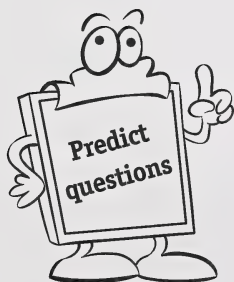
Don't predict just one or two questions. Predict a large number — as many as you can. Cover all the material you are studying.

C = Clarity

Confusing questions lead to confusing answers. Are your questions clear? Improve the clarity of your questions by choosing your words carefully.

E = Examine

Use your predicted questions to examine yourself. Make up and take a sample test. Check your answers against your textbook and notes.



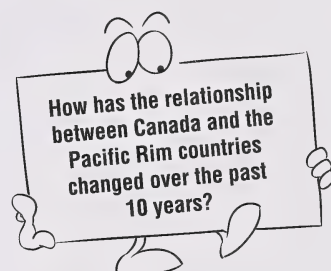
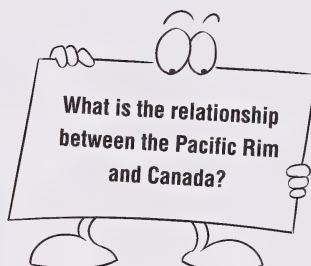
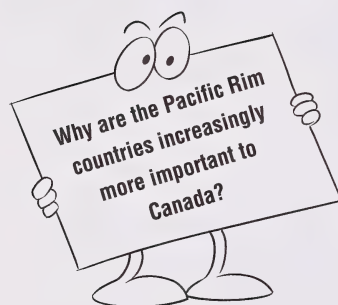
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10

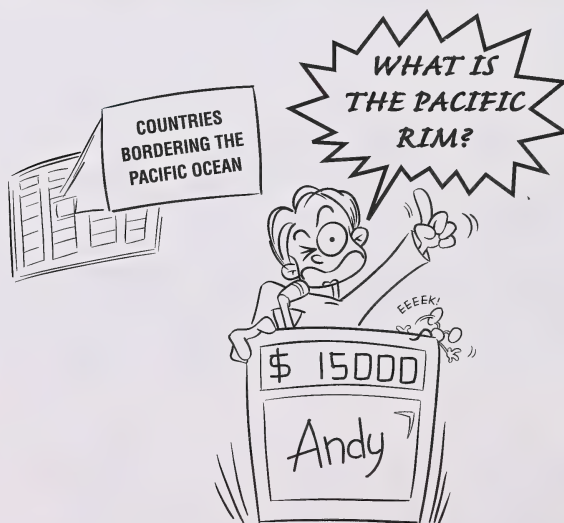
STUDY TRICKS

Choose one or two of these smart learning study tricks to get ready for a test.¹⁸

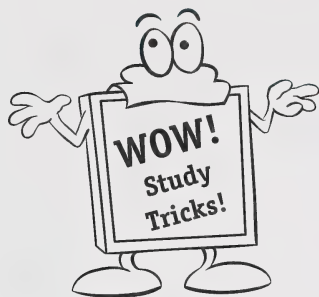
- 1 **Highlight:** Read over notes. Highlight key words. (See page 38.)
- 2 **Web:** Make a web for individual topics. (See page 38.)
- 3 **Flash cards:** Make up flash cards for special words and drawings.
- 4 **Questions:** Make up questions for each topic. Ask each of your questions at least three different ways.



- 5 **Jeopardy:** Use key words as answers and make up a question for each — like they do on the television game show *Jeopardy!*



18. From Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 10. Reproduced with permission. For ordering information, fax 780-439-3915.



- 6 **Activity sheets:** Review all activity sheets in the unit. Cover up the answers and try them again. Change one activity on the activity sheet and complete it.
- 7 **Cloze:** Make up fill-in-the-blank statements.
- 8 **Drawings:** Practise the drawings from the unit. Label all the parts and explain the diagrams.
- 9 **Be a teacher:** Teach someone else the information.
- 10 **Practice test:** Make up a practice test.

You can study for a math test¹⁹

Use your textbook to:

- make a list of skills covered in the unit — the table of contents may be helpful
- work through the examples on each page — talk through each step in your head
- find a sample question for each skill — do each question on your own and then check your answers
- do the unit check-up or unit review — the test is often similar.

Use your math notebook to:

- highlight hints and strategies
- look at the errors you've corrected in your daily assignments — look for a pattern
- cover a row of answers with a blank sheet of paper — work through each question, then check your answers
- pick two questions from each page — recopy and do them on your own. Check your answers
- practise by finishing any incomplete questions.



19. From Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 11. Reproduced with permission. For ordering information, fax 780-439-3915.

Special accommodations for test taking

If you need some special accommodations to do your best on a test, approach your teacher before the test. Practise what you will say. State the problem simply and clearly, and suggest a solution. For example:

"Can I ask if I don't know some of the words on the test?"



"I may need some additional time to show all that I know on this test. I am willing to stay after class or through the lunch hour."



"I have some difficulty with spelling but I will do my best. I hope spelling errors don't interfere with my mark on this test."



These three accommodations are the most common ones students ask for:

- extra time
- no penalty for misspellings
- assistance reading the directions or test questions.

Other accommodations to consider are:

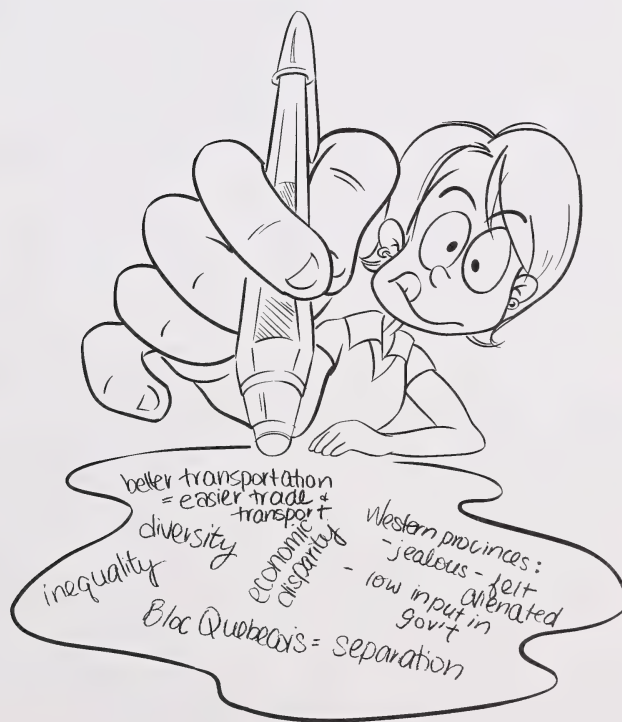
- ask the teacher to go over the directions for each part of the test to ensure that you understand what you are being asked to do
- ask the teacher to provide audiotaped test questions
- use electronic spellcheckers or dictionaries
- use word processors for written tests
- ask the teacher to give a sample answer, especially on math tests, to help you see what you need to do
- use an audiotape to record your answer or give an answer verbally if your written answer isn't clear and does not show your knowledge
- ask the teacher to give the test orally.

Before the test²⁰

- Get a good night's sleep before an important test.
- Eat a healthy breakfast.
- Before leaving home, make sure you have everything you need for the test. This could include: pencils, eraser, erasable ball-point pen, calculator and study notes.
- On the way to school, use positive self-talk, such as, "I'm ready, I'll do my best."
- Arrive early and be ready to show all you know.

Splashdown

Just before starting the test, do a "splashdown" on the back of the test paper.²¹ Take two minutes to jot down key words, memory triggers, dates, names, formulas and special information you can use in answering test questions.



20. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 90) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

21. *Ibid.*, p. 91.

Be test-wise

- Read all directions **TWICE**.
- Highlight key words.
- Pay special attention to words in bold or italics.
- Read all the important clues in charts, pictures, graphs and maps.
- When you are given information for more than one question, reread the information before answering each question.
- If there is a word that you can't read or don't understand, read around it and ask, "What word would make the most sense here?"
- Mark any question you find difficult, skip it and come back to it at the end of the test.
- Often, test questions have more than one step and ask you to consider a number of pieces of information. On scrap paper, jot down notes for each step of the problem. Use this information to find your answer.
- Talk through your plan in your head. "First I have to find out ... then I take that number and ... to find out ... I need to ..."
- Use intelligent guessing strategies. Do not leave any questions unanswered.
- Keep working. If you finish early, read through each question and answer to make sure you have a complete answer.



Be a high SCORER²²

Use this strategy to remind yourself what to do during a test.

S = Schedule your time.

Look over the whole test. Decide how much time you have for each question. Use all the time given.

C = Clue words give you help.

Sometimes one question has part of an answer to another question.

O = Omit difficult questions.

Stay calm. Mark questions you don't know with a star (*). Keep going and come back to them when you have finished the other questions. Read difficult questions through three times. Try not to leave any blanks. If you don't know the answer, make a best guess.

R = Read directions carefully.

Highlight key direction words.

E = Estimate your answers.

Make a guess and ask yourself, "Does this make sense?" Check out the value of the question. If it is worth three points make sure you have three points in your answer.

R = Review your work.

Read over your answers three times. Ask, "Is this what I want to say? Does it make sense? Can someone else read my answers?"

22. Adapted from Deborah A. Murphy et al., *Exceptions: A Handbook of Inclusion Activities* (Longmont, CO: Sopris West, 1988–1994), pp. 109–110. Reprinted with permission from Sopris West Educational Services, *Exceptions* by CSDC with Deborah A. Murphy et al., copyright 1994.

The anxiety factor²³

A little anxiety can be an advantage — it can focus energy and sharpen thinking. However, too much anxiety can be counterproductive. The best defence is to be prepared. The more prepared for a test you are, the less anxious you will feel.

Take a brief relaxation break if you start to get anxious during a test. Practise these three simple steps:

1. close your eyes
2. breathe deeply and slowly
3. think about relaxing your hands.

Ignore other students who finish the test before you. It's a myth that top students finish first. If you finish a test early, use the time to check your answers and read over directions.

Multiple-choice tests²⁴

A multiple-choice item consists of two parts — a question or incomplete statement (called the stem) followed by several choices. Your job is to choose the correct response from the choices. All incorrect choices are called “distractors.” Distractors are used to make you think a little harder.

stem	→	Multiple choice tests are designed to:
correct answer	→	a. make you think
distractors	{	b. make your life more difficult
		c. amuse your teacher
		d. save paper.

23. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 91) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

24. Source: Canter & Associates, (1989), *How to Study and Take Tests*, Los Angeles, CA, pp. 55, 56. Used with permission. AND Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 94) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

- Read all directions carefully. Although most tests ask you to choose one best answer, some tests require that you choose more than one answer.
- Read the question or statement and try to answer or complete it before looking at the possible answers. Then, look over the answers and see if your answer is there. If so, mark it and move to the next question.

- If you don't know the answer, check out each possibility by reading the beginning of the question with each of the potential answers. This will give you a better idea of which response sounds right.
- Read ALL choices before picking an answer.
- Look for answers that are obviously wrong.
- If you're unsure of the correct answer, cross out any distracters that are definitely wrong. Choose the best answer from the remaining choices.
- When in doubt, guess (unless there is a penalty for guessing).
- Use information included in statements or questions to help you answer other questions. This may be especially helpful when you have completed the entire test and are going back to review your answers.

True-false tests²⁵

Read the statement slowly and carefully, word by word. If any part of the statement is false, the entire statement is false.

Pay close attention to qualifying words, such as ***all***, ***most***, ***never***, ***usually*** and ***always***.



25. Source: Canter & Associates, (1989), *How to Study and Take Tests*, Los Angeles, CA, p. 53. Used with permission.

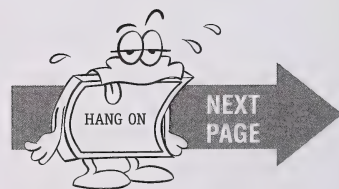
What to do when the test comes back²⁶

When the teacher hands back the test, use it to analyze errors. Try to figure out what happened. Were the directions misunderstood? Were the mistakes a result of carelessness?

Find out the right answer for each question missed. Write them on the test paper and turn it into a study tool for next time. Keep a file of old tests to help predict the kinds of questions you might see on later tests.

Be sure to notice what you did right. Give yourself credit for the study tricks that paid off and resolve to keep up the good work.

26. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 95) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.



CHAPTER

5

**Make School
Work for You**

- Know Yourself
- Get Organized
- Make Every Class Count
- Use Tests to Show What You Know
- Present Your Learning
- Get Along with Others
- Get People on Your Side
- Stay Motivated

Present Your Learning

Assignments are a fact of life in junior and senior high school. They come in all forms — essays, presentations, math calculations and so on. Each teacher has certain expectations and deadlines. You may not always like the assignments you are given, but it is important to do your best and complete all assignments.



Writing paragraphs

Knowing how to write a paragraph is an important skill for any writing assignment, including essays. Use the following tips to make paragraph writing easier.²⁷

- Make sure that all of the sentences are on the same topic. Arrange them in an order that makes sense.
- Avoid one-sentence paragraphs. Each paragraph should be long enough to develop its topic.
- Does the paragraph go on and on? Maybe you should break it up into two (or more) paragraphs. You might be trying to say too much or wandering off topic.
- If you're writing a paragraph that explains something, ask yourself, "What would I learn if I were reading this for the first time?"
- If you're writing a descriptive paragraph, ask yourself, "What would I see in my mind if I were reading this for the first time?"

► Paragraph planners

Paragraph planners are frameworks for creating effective paragraphs.²⁸ To begin, brainstorm ideas and record key words for each idea in a column. Next, write your opening sentence and tell the reader what you are going to say. Write each detail sentence and expand your ideas with a follow-up sentence. In your conclusion, summarize your paragraph and give the reader something additional to think about. Then, edit and revise. Edit and revise again. Ask someone else to read the paragraph and make suggestions. Editing and revision are the keys to good writing.

See the following page for an example of a completed paragraph planner. See Activity 10, page 93 for a blank paragraph planner.

27. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 72) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

28. From Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Edmonton Public Schools, Resource Development Services, 1999), p. 95. Reproduced with permission.

Paragraph planner

Topic: Study secrets

Key words

snacks

Introductory sentence (Tell what you are going to write about and grab your reader's interest.)

If you're hungry when you are studying,
listen to your body. It's telling you
something important.

blood sugar

First detail sentence

Feeling hungry means your blood sugar
has dropped.

- memory
- concentration

Follow-up sentence (more information about first detail)

Low blood sugar means poor concentration
and your memory doesn't work as well.

protein
example

Second detail sentence

Your best choice for a snack is a protein
snack like peanuts or a tuna sandwich.

- slower
- lasts longer

Follow-up sentence (more information about second detail)

Protein raises your blood sugar slower
but it lasts a longer time when it is raised.

fruits

Third detail sentence

Fruits are your second best choice.

not refined
sugar

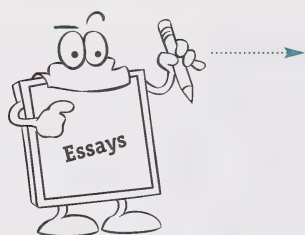
Follow-up sentence (more information about third detail)

Refined sugar like candy or pop raises your
blood sugar faster but it crashes soon after.

Enjoy

Closing sentence (Say your opening sentence in a different way.)

When you are studying, keep your brain
well fed - enjoy a tasty protein
snack.



Writing essays

You're having a conversation with a friend. You state your opinion on a topic and then back it up with facts and information. Hey, you've just given an oral essay!²⁹

Many of the assignments you do in high school will be essays. Whether it's a single paragraph or several pages, an essay expresses an idea, gives and supports an opinion or develops a theme. If you have a learning difficulty, written assignments, such as essays, can be challenging. You need a system to help you complete these assignments successfully. Use these suggestions when writing an essay.²⁹

- First, say what you're going to say (what your essay is about).
- Next, say it (the body of your essay).
 - Stick to the topic. Even a long, neat paper won't make the grade if it doesn't stay on track.
 - Make your organization obvious. Use clue words like "first," "next," "on the other hand," "furthermore," "also," "in conclusion," and so on.
 - Say what you mean and mean what you say. Spell out all your ideas clearly — don't expect your teacher to read your mind.

A good essay is a planned essay. A linear outline helps you organize your information and present your ideas in a clear and straightforward manner. Use this structured outline to help you organize your ideas, guide your research and get your information down on paper. See Activity 11, page 94 for a blank linear outline.

29. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 74) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

A word about computers

Computer word processing has potential for helping less-able writers dramatically improve the quality and quantity of their writing. Word processing makes it easier to add text, delete text or move text around. A good program can help you identify and correct errors in spelling, grammar and punctuation. It can also help you produce legible, organized pieces of writing.

Subject/Title

Study skills

Introduction

Why not use latest research to
improve study skills?

Subtopics

1. Time 2. Breaks 3. Mistakes

Supporting Information

- | | | |
|-------------------------|----------------------------|---------------------|
| - 1 hr. per day. | - helps overall retention. | - correct them |
| - divide equal periods. | - 1/2 hour concentration. | - learn from them |
| | - 5 min. break | - help you remember |
| | - no longer, no shorter | |
| | - need complete change | |

Summary

Using scientific research can
help you make better marks.

References

"Memory" by Herbie Brennan

However, computers don't take the place of thinking. You still need to decide what to write and how to say what you want to say. Computers don't catch errors in word substitutions. For example, if you type "form" for "from" or "you" for "your," the computer's spellcheck feature will not catch it. You need to depend on human proofreaders rather than relying solely on technology. Planning and proofreading skills are essential for successful writing, whether you use a word processor or not.



Projects and presentations

Projects and presentations are excellent ways to demonstrate your knowledge, extend your understanding or create a new context for the skills and concepts you are learning. They usually require less formal writing and capitalize on your creative thinking. But, they also require organization and planning.

► Planning for projects and presentations

In setting out to do a project or presentation, plan your time. (Use the back planning strategy on page 18 to see how.) Take time to list the resources, both human and material, that you need to complete the assignment. Consider the time it will take to find and use those resources when you are planning your timelines.

► Quality control

Quality control is essential. This means deciding what's important — what needs to be in the project, and what is extra and can be left out. It also means looking at your project or presentation and deciding how to improve it.

► What's your purpose?

A good project or presentation needs a clearly identified purpose. Focus on a question and use your project or presentation to answer that question. It's important to think about what you want your audience to do, think or say after your presentation. To do this, you need to become an expert on your topic.



► Expert status

Credibility, or your expert status, is key to successful projects and presentations. You not only need to know your topic well in your own mind, but you need to present yourself and your work in such a way that you come across as an expert. First impressions count, and your expert status will be judged by the quality of your written work as well as how you present yourself. Make sure your written work is free of spelling errors, and that, when speaking about your topic, you pronounce key words correctly. Your physical appearance; for example, how you dress on that day, can help or hinder your expert status.

A project or presentation with careless errors reduces your expert status. It gives people the impression that you don't really care about your topic. And if you don't care, why should they?

► Projects and presentations as alternative assignments

Projects and presentations can be alternatives for written assignments. Many teachers are open to the idea of students demonstrating or extending their learning in ways other than essays or research papers. If this alternative sounds appealing to you, you need to be your own advocate. Don't assume that your teacher will know that an alternative assignment would be best for you. You may need to be the one to approach the teacher. To present a convincing case to the teacher:

- have a proposal in mind before you approach the teacher
- choose an alternative that will use your strengths; for example, if you are a good artist, propose a project that uses illustrations
- be prepared to follow through with your proposal.

Asking for an alternative assignment means taking a risk. The better prepared you are, the easier it will be. Try rehearsing your request with a parent or friend. This will give you a chance to make sure you are clear about what you want and that you have covered all the bases.

► Oral presentations

Whether an oral presentation stands alone or accompanies a project, public speaking can be challenging for anyone. The CHECK strategy is one way to prepare for an oral presentation.³⁰

- C** • Check the audience — is everyone ready to listen?
- H** • Have eye contact with the audience.
- E** • Express — use your voice and body language to communicate.
- C** • Clear — make sure you speak so that everyone can understand your words.
- K** • Keen to be heard — show you're interested in what you are saying. Be enthusiastic.

Parents, siblings or friends can be a friendly and supportive audience for practising oral reports. Ask them to use the CHECK strategy to provide feedback on what you are doing well and what you need to improve.

Try practising your presentation in front of a mirror. This will help you see what your audience will see. You can also try recording your presentation on audio or videotape. Listen and/or watch the recording to see if you are going too fast, if you are mumbling or if you sound enthusiastic enough. Look and listen for ways to improve your presentation.

30. From Robert Mulcahy et al., *SPELT: A Strategies Program for Effective Learning and Thinking: A Teachers' Manual* (Edmonton, AB: University of Alberta, 1987), pp. 128, 131. Reproduced with permission.

A word about plagiarism

Plagiarism is using the work of someone else and leaving the reader or listener with the impression that it's your own original work.³¹ It is a serious offence. The best way to avoid plagiarism is to acknowledge or reference the ideas of others whenever you use them. This applies to ideas taken from books and magazines, as well as those taken off the Internet or from interviews. Make sure the sources you use for each assignment are included in a bibliography at the end. This not only shows that you have completed some research, but allows the reader to find out more about the topic by going to the sources you used.



CHAPTER

6

**Make School
Work for You**

- Know Yourself
- Get Organized
- Make Every Class Count
- Use Tests to Show What You Know
- Present Your Learning
- Get Along with Others
- Get People on Your Side
- Stay Motivated

Get Along with Others

A big part of school life is getting along with others. You spend many hours in the classroom and it's important to feel comfortable and connected with the other students. Larger classes, families moving around more and the growing number of course offerings, mean that many of the faces in each class may be unfamiliar to you. It takes effort to be comfortable and confident in this kind of ever-changing environment.



Join in

One of the best ways to feel connected at school is to participate in at least one extracurricular activity. This could be a sport, a club or a special project team. Playing sports or participating in a favourite activity with other students is an opportunity to get to know a number of students well.

Being able to find a friendly and familiar face in the crowd will go a long way toward helping you feel more connected and comfortable in school. Extracurricular activities also give you something to look forward to, and a place to contribute your skills and expertise. Try out a number of different activities. You never know what new interests and new friends you may find.

SAVE THE

bald-headed, red-bellied

Tree Jumper !!



CONTACT: JEREMY SPENCE
for more information, at:
ROOM 401



Be prepared

Arrive on time and bring the textbooks and supplies you need. If you rush in late or have to ask other students for a pen, you're setting yourself up for poor relationships with students sitting nearby.

Small talk

As you walk in and out of the classroom, say "Hello" to the students sitting around you. People want to be acknowledged. Make an effort to answer questions with a sentence or two, not just "yes" or "no."

If you start a conversation, look for clues that other people are interested. Asking questions is a good way to start a conversation with people you don't know very well. Find common ground, such as an interest in sports or a movie you've both seen.

Limit small talk to the few minutes before and after the bell. Chatting during class time is distracting and can draw negative attention from both the teacher and other students.

Body language

Be conscious of your body language. Don't slouch in your seat. This could give the message that you're not interested in anything that is going on, including other people. Sit up straight. Take off hats or hoods that hide your face. Make eye contact with other people. Don't fidget with your pen or tap your foot. Be aware of habits that are irritating to others.

Show that you are listening

Class participation does not only mean talking. It also means being an active listener. Show that you are listening when other students ask questions or give ideas. Nod your head, turn to the speaker — look interested.

Contribute to discussion

Set a goal for yourself to ask at least one good question, or volunteer two or three answers per class.



Look for clues

Keep your eye on what other students are doing in class. If you've missed the teacher's directions, see what textbooks the other students have on their desks. Are they starting to read or write? Use these clues to stay on task.

Ask if you don't know

Don't be afraid to ask other students for help. A whispered, "What page are we on?" can provide the information you need to get back on track. This will let other students know they can ask you for help when they need it.

Cooperative learning

There are many reasons teachers ask students to work with partners. Cooperative learning improves academic achievement because it gives students opportunities to talk about new ideas and practise using new information and skills.

The most common difficulty adults have at work is not a lack of technical skills but a lack of people skills. More people are fired or passed over for promotions because they have problems getting along with others, than for any other single reason. Use partner work in the classroom as an opportunity to sharpen your people skills. Most partner work is short-term and you should be able to work with any person for a short time.

► Finding partners in the classroom

Finding your own partners can be stressful. Be willing to work with a variety of other people and move outside the circle of people you already know. Make it a goal to have a variety of partners over the school year.

If you ask someone to be a partner and they brush you off, take a deep breath and find someone else. Try not to do the same thing when someone asks to be your partner.

If finding partners feels awkward to you, you can be sure other students feel just as awkward. Make a conscious effort to help other people feel comfortable and you'll end up feeling more comfortable yourself. If you are the last two matched, make light of the situation by saying something like, "They saved the best for the last, I guess."

If it seems as if a particular partner doesn't want to work with you, try to put those feelings aside and get on with the work at hand. Chances are, the negativity doesn't have anything to do with you. The best thing you can do is be business-like and friendly. Use this as an opportunity to show that you are a good partner to work with by remaining friendly and staying on task.

If you haven't found a partner by the time the activity begins, alert the teacher to the situation by saying something like, "Is there someone who needs a partner?" or "Should I make a group of three? I don't think we have an even number of people for partners."

► Starting off on friendly ground

Show that you're ready to work together by moving closer to your partners so you can hear each other and share materials.

When you join your new partners, acknowledge them right away by saying something like, "Hi Jay, glad to be working with you today." If there is a chance your partners don't remember your name, make it easy by offering a simple reminder, such as, "Hi, I'm CJ. I don't think we've worked together before."

If you end up working with people you don't like, it is especially important to be polite and make those people feel welcome. They should never know they were not your first choice. Who knows, just going through the motions of acting like everything is okay may turn your mind around. You just might end up enjoying the whole experience.

► Get the directions right

Listen carefully to directions so you understand what has to be done. Clarify the directions with your partners by saying something like, "So, as I understand it, we need to ..." Ask for clarification. Ask, "Does this sound right to you?" or "Is that how you understand this?"

Be sure you understand how long you have to do the job. Jot down the finishing time and figure out how much time you can spend on each task. Make a rough plan of who will do what. Make sure your partners can see what you've written so it can be a reference for everyone.

POSTER PRESENTATION	
1:00 - 1:10	Brainstorm poster ideas } All
1:10 - 1:15	Choose best idea } ALL
1:15 - 1:30	Plan poster } ALL
1:30 - 2:00	Create poster } Ben and Sunita
2:00 - 2:15	Present poster to the group } Carlos and Litan

► **Focus**

A whole room of students talking with one another can be noisy and distracting. Sit close to your partners and maintain eye contact. Use a quiet voice that your partners can hear but other students cannot. Resist the urge to chat, listen in on other conversations or visit with friends in another part of the room. Keep your focus on the job.

Do time checks aloud by saying something like, “Okay, we have five minutes left to get 10 more ideas.” Save your small talk until the job is finished.

If you don’t like the assigned task, keep your opinion to yourself and try to finish the job as quickly as possible. If your partners complain about the assignment, acknowledge their feelings but let them know you’re determined to finish the job. You could say something like, “The assignment is different but let’s just get on with it” or “I’m not crazy about this either but we should be able to get it done pretty fast.”

► **Do your share of the work**

Break the job into smaller tasks. For example, you might start the assignment by saying something like, “How about I do two and you do two? You pick the first one.”

If your partners are doing all the work, speak up and let them know that you are willing to do your part. Make your concern clear by saying something like, “You’re doing a lot of the work here, I better do my part. I’ll do the next section.”

Don’t wait for someone to tell you what to do. Volunteer ideas and information — it’s important to pull your own weight in partner work. Set a goal to contribute a minimum number of ideas each time you work with others.



If there is a partner role you are reluctant to do, be honest with your partners. You might say something like, “I’d rather not be the recorder, my writing can be a challenge for others to read.” Don’t be surprised if your partners aren’t any more comfortable in the role than you are — you may not be alone in the tasks you find difficult or unpleasant. If there is a job that no one wants, offer to toss a coin for a quick settlement. It’s not a good idea to refuse to do a job, your partners should be able to count on you.

If there is something your partners can do to support you, let them know. For example, you might practise reading a presentation aloud and have your partners help you with any difficult pronunciations. Look for ways to support your partners when they present. It might be helpful to hold up a poster while they talk or follow along so you can prompt them if they miss anything.

► **Be a good listener**

Keep small talk to a minimum, especially when the teacher is giving directions or when other groups are presenting information.



Take turns talking. Try not to interrupt your partners. Ask questions to make sure you've understood what others have said. If ideas are unclear, encourage your partners to elaborate by saying something like, "Tell me more about that" or "That's interesting, could you give me an example of that?"

► **Be encouraging**

Acknowledge your partner's ideas with comments, such as, "That's a good idea" or "Mmm, that's true." Show you are listening by nodding your head and keeping eye contact. Be conscious of your body language and try not to fidget or play with objects; this can be distracting to others.

If you think an idea is stupid, keep your opinion to yourself. If appropriate, you could make a neutral comment, such as, "I wouldn't have thought of that" or "That's an interesting way of looking at it." If it's a factual error that gets in the way of completing your job, be tactful and say something like, "This just doesn't sound right, let's reconsider ..."

If partners criticize your ideas, be friendly but let them know they are out of line by saying something like, "I need a little more encouragement here. Let's just get the ideas down, even if they are not perfect. We can sort them out later."

► **Say thanks**

When you're finished, let your partners know you appreciate their work by saying something like, "Thanks, you had lots of good ideas" or "Good to work with you."

► **Finding a partner for projects**

Finding partners for long-term projects is a bit trickier. Some good friends work well together; some don't. Make a good choice because you usually have to stick with the same partners for the duration of the project.

If you have difficulty finding partners, talk with your teacher after class. The teacher will help you find a partner or have you join another group.

Use all the cooperative learning strategies you have practised in class to develop working relationships with your partners. Let them know that you are serious about projects by sharing your goals. For example, you might say, "I want to earn at least a B on this project."

Make a written plan listing who will do what and by when, so everyone clearly understands what has to be done.

► **When there are problems**

If you and your partner have difficulties you cannot resolve (and the project is part of your term mark) you have to take action. Let your partner know your concerns and suggest you both go and speak with your teacher. At this point, your partner might be more willing to work out the problem. Focus on solutions for getting the project done, not on relationships. Avoid blaming. Be willing to start over again. What you learn from working with partners may be just as important as what you are learning in your subject area.

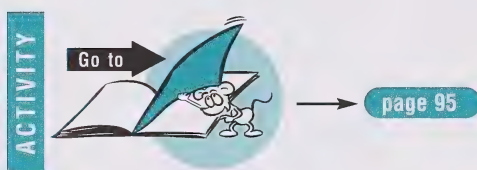
If you and your partner cannot work out a solution, you have a responsibility to share your concerns with the teacher. Don't wait until the night before the project is due — your teacher will be less sympathetic if you leave it to the last moment.

It would be better for both partners to go together, but if not, go by yourself and let the teacher know that you told your partner you would do this. Be prepared to brainstorm solutions.

Once you have a new plan, it may be necessary to double your efforts to meet the timeline. Working with other people and working out difficulties are great opportunities for learning!

► Assess your people skills

Assess your people skills by completing the *Getting along with others inventory* on page 95 in the activity section. Use the information to become more aware of the skills you have and to identify the areas you want to improve.



Teasing

As unpleasant as it might be, teasing is a fact of life when a number of students get together. Some of it may be good-natured. People may see teasing as a way of making you a part of the group.

Some teasing may be insults disguised as humour. Some people may not even be aware that they are hurting others with their comments. You have to make a choice about what kind of teasing you'll react to and what you'll ignore.

Be aware of how *you* use teasing. Don't risk isolating people by making them uncomfortable or self-conscious with your wisecracks.

If someone hurts your feelings, you need to let them know. A low-key message, such as, "Okay, it's getting personal; we better stop now" or "I don't find this funny" usually puts an end to teasing. Bullying is another matter.



Bullying

Students who bully others are often unhappy, lonely or frustrated. Bullying gives them the illusion of power. By putting others down, bullies feel like they are bigger and stronger.

Students who are bullied often feel scared, alone and helpless. They may become depressed and isolate themselves from others. Their grades in school may be affected. No one deserves to be bullied. There are some steps you can take to stop people who try to bully you or others.

The silent majority

Chances are, you've seen someone being bullied. What did you do? Did you try to stop it? Did you walk away? The "silent majority" is made up of students who witness bullying but don't know what to do about it so they ignore it.

Students who witness bullying walk away for many reasons, such as: being scared they'll get hurt, not wanting to be called names, not knowing the people involved, or not caring enough to get involved. Walking away is wrong. It gives people who bully power and encourages them to continue.

By standing up to people who bully others, you can help put a stop to bullying and keep your school safe. Here are three things you can do to help stop bullying:³¹

1. Tell the bully to stop. This works even better if you can get other students to join you. Look the person in the eye and say something like, "Jake, knock it off."
2. If you're afraid you might get hurt, move away and let the person know you are going for help. Find a teacher or other adult to step in. It's important to take action when another person is being hurt.
3. Invite the person who gets bullied to have lunch with you or join in on an activity. Involving that person in your group of friends will help him or her feel included and less alone.

31. Adapted from The Alberta Teachers' Association, *Bullying: What You Can Do About It — A Guide for Upper Elementary Students and Their Parents* (Edmonton, AB: The Alberta Teachers' Association, 1999), p. 2. Adapted with permission.

What to do if you're being bullied

If you're being bullied, there are some things you can do.

1. Stand up straight and look sure of yourself, confident. This lets the person doing the bullying know that he or she has no power over you.
2. Humour can help to diffuse a tense situation. Try responding to teasing using a snappy comeback that is funny but respectful. For example, if someone calls you stupid you might say something like, "Maybe, but don't tell my parents — they think I'm a genius!" or "Yeah, maybe I've been reading too many of those *For Dummies* books."
3. Distract the bully with a compliment — you'll catch them off guard. You might say something like, "Sarah, your T-shirt is great. You must have enjoyed EdgeFest." Make sure you look and sound like you mean it.
4. Don't let bullying turn into a physical fight. You could get hurt or blamed for starting the trouble. If the person doing the bullying demands you give him or her something that belongs to you, hand it over and walk away. Don't risk getting hurt over personal possessions. Tell a trusted adult immediately.³²
5. Stick with a friend. A person who bullies may be less likely to bother you if you have someone to support you. Try to avoid places where the person who bullies you hangs out.³²
6. Tell someone you trust. This could be your parents or someone at school, like a counsellor or teacher. They will help you put a stop to the problem.³² Bullies depend on secrecy and when their behaviour is made public, it takes away much of their power.

Bullying on television or in the movies is often portrayed as funny — it makes people laugh. In real life, bullying is unpleasant and hurtful. It gets in the way of people feeling safe and welcome at school.



To sum it all up

People skills make a difference in school. Getting along with others is an important part of making school work for you.

32. Adapted from The Alberta Teachers' Association, *Bullying: What You Can Do About It — A Guide for Upper Elementary Students and Their Parents* (Edmonton, AB: The Alberta Teachers' Association, 1999), pp. 3–4. Adapted with permission.

CHAPTER

7

Make School Work *for* You

CHAPTER

7

Get People on Your Side

• Know Yourself

• Get Organized

• Make Every Class Count

• Use Tests to Show
What You Know

• Present Your Learning

• Get Along with Others

• Get People on Your Side

• Stay Motivated

Teamwork is important. Building a network of people who can help and support you throughout junior and senior high school can make a big difference. Knowing that you have a team of people on your side makes difficult times easier to handle. When problems arise or decisions need to be made, it is important to have people to talk to.

Who do you need on your team?



So, who should be on your team? It's up to you, but it's a good idea to have a number of the key players on your education team, including:

- your parents
- your teachers
- the school counsellor
- friends who have a positive influence on you.

Honour your commitments

In order for your team to work, everyone must honour their commitments. That includes YOU. If meetings are scheduled, you need to be there — on time and prepared to participate. If you agree to try a new skill or complete a task, you need to follow through.

Honouring your commitments tells people you are on your way to becoming a mature, independent adult. You will gain the respect of your team and they will be prepared to go the extra mile with you.

Participate in all meetings

In the earlier grades, one or both of your parents were your advocates working with your teachers to ensure you received the best possible education. You may have attended some or all of your parent-teacher conferences, but ultimately the adults made the decisions.

Now, in junior and senior high school, it's time to take on the role of being your own advocate and start participating in decisions about your own education and your future. You need to attend meetings concerning your education and be prepared to contribute your thoughts and ideas.

Ask for what you need

Being a self-advocate means that there are times when you need to ask for things, such as an alternate assignment, an extension on a deadline or notes from a class you missed. No matter what you're asking for, let the person know that you have thought about the situation and are prepared to contribute to the solution.



By approaching people with a solution, you let them know that you are taking responsibility for your situation and that you don't expect them to solve the problem for you. Be flexible. You may need to negotiate a solution that is acceptable to everyone involved.

Get your teacher on your side

- Get your teacher's attention in positive ways.
- Make eye contact.

It will help your teacher notice you and help you listen more carefully to what the teacher is saying.

- Nod your head every once in a while to show you are listening.
- Pay attention to the way you communicate without words.

Do you slouch or sit up straight in class? Do you moan or sigh loudly whenever the teacher gives a homework assignment or announces a quiz? These nonverbal clues can affect the grade your teacher thinks you deserve.

- Volunteer an opinion or answer during class discussion.

To make sure you're adding something meaningful, be prepared. Keep up on your assignments and pay attention to what others are saying.

- When you need help, ask for it in a reasonable and informed manner.

Present solutions, not complaints or problems. Review ideas for possible solutions on pages 4–6.

- When your teacher does something you find helpful or particularly interesting, take a few minutes at the end of class to let the teacher know.





Take charge of problems

Suppose you have a problem with a class or teacher and you don't know quite how to approach the teacher. Take charge one step at a time.³³

- Know what you want to ask or discuss. Write it on paper if necessary.
- Rehearse your approach and questions or statements in your head and out loud.
- Find a time when the teacher is not busy and is not in a hurry. If necessary, set up an appointment.
- Arrive a minute or two early or be prepared to stay after class.
- Begin with a positive statement. For example, "I'm sincerely interested in learning the information your class offers."
- Then, clearly state what you want or need. For example, "Lately I'm having a hard time understanding and keeping up, and I'm looking for ways to help myself."
- Actively listen to what the teacher suggests. Take notes if necessary.
- Thank the teacher and assure him or her that you will try to put the suggestions into practice.
- Tell the teacher that you will get in touch in two weeks (or an appropriate time) to review your progress.
- Find ways to demonstrate your interest in class. Take part in discussions. Ask thoughtful questions and try to use the teacher's suggestions.
- MOST OF ALL ... be positive, courteous, considerate, willing to see the other side and willing to try.

Ask for feedback

You just got an assignment back and the mark is okay, but not as high as you hoped. You check for comments from the teacher to help you understand what he or she liked and where you lost marks — but there are no obvious clues. What do you do?

33. From *Learning to Learn: Strengthening Study Skills and Brain Power* by Gloria Frender; IP 190-5, Copyright 1990 by Incentive Publications, Inc., Nashville, TN 37215, p. 229. Used by permission. This information can only be reproduced on a limited basis for individual use by teachers/students.

Use feedback

No matter where feedback comes from, be prepared to do something with it. Pat yourself on the back for the positives and work to find solutions for the negatives. Regular feedback helps you monitor your progress and make necessary changes.

You can write off the mark and tell yourself you don't really care anyway or you can approach the teacher and get some verbal feedback. The teacher probably will not change the mark, but may provide you with valuable information about what he or she was looking for. The next time you complete an assignment, you will know what to do differently. Asking for feedback also shows that you care about the work that you do and are taking responsibility for improving your performance.

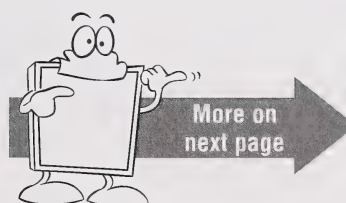
You can also ask for feedback about how you are doing in a course, decisions you have made about your life after high school or your performance on a sports team. First, take time to ask yourself how you are doing — what is going well and what could you improve on. Then, talk to others and compare your thinking with the feedback you get.

Set up a study group

Study groups can be a valuable tool to help you improve on tests and class assignments. For many students, the discussion that occurs during a study group helps them remember concepts better than if they learn them on their own. The keys to a successful study group are making good choices about who the members are, making sure the study group members do their share of the work and staying focused.

- Limit your study group to three or four members. Look for students who are successful in class. They ask questions, take notes and complete assignments. Don't assume that your best friend will make a good study group member.³⁴
- Plan for regular meetings — once a week if possible. It is better to spread your studying out over many short meetings than to cram it all into one long meeting right before an exam.³⁴

34. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 85) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.



- Decide on a place to study that will work for your group. A library or empty classroom is a good place to consider. A group member's house may also work providing the group is able to remain focused and on task in that setting. Your group may want to try a couple of different locations and times before deciding what works best.
- Set agendas for each meeting. Decide what you want to cover and assign each group member part of the material to teach the rest of the group.³⁴
- Before the meeting, each group member should prepare a short mini-lesson reviewing their material. Include possible test questions. (See page 39 for a strategy for predicting test questions.) Part of the mini-lesson should be identifying concepts that might be confusing or difficult to understand.³⁴
- One group member should be responsible for keeping the group on task and on time. A kitchen timer can help.³⁴
- During the mini-lessons, group members should ask questions and add any information that may have been overlooked.³⁴
- At the end of each mini-lesson, the practice questions should be discussed. Brainstorm other questions for the topic.³⁴



34. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 85) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

CHAPTER

8

Make School Work *for You*

CHAPTER

8

Stay Motivated

→ Know Yourself

→ Get Organized

→ Make Every Class Count

→ Use Tests to Show
What You Know

→ Present Your Learning

→ Get Along with Others

→ Get People on Your Side

→ Stay Motivated

Doing your best all day, every day, all year, requires a great deal of effort. You will need to keep yourself motivated — no one else can do this for you.

Review your goals

Think of your big goals. What kind of life do you want? What kind of career choices do you have? Consider how what you do each day contributes to these goals. (Look over the goal-setting ideas on page 8.)

Think of school as your workplace

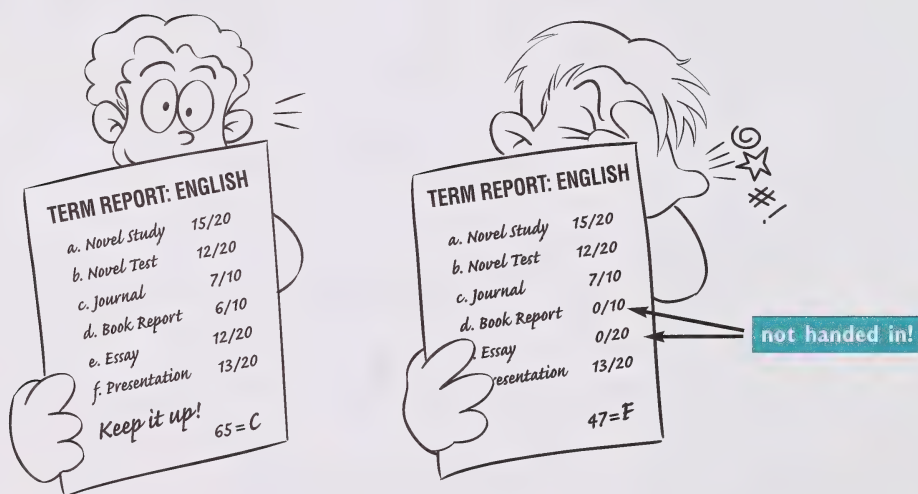
Going to school is your job right now, so try to be business-like. Think of what an employer would expect — arriving on time, giving your best effort, completing all tasks. A teacher expects no less.

Use self-talk

Say positive and encouraging statements to yourself throughout the day. Give yourself needed pats on the back and nods of encouragement.

Know what counts

Make sure you understand what is expected in each of your courses. Write out the mark breakdown for the course and calculate how you are doing. Know what a zero (as in a missed assignment) really means.



Assess your own work

Before you hand in an assignment evaluate it yourself — what would you have to add or change to earn a higher mark?

Ask for feedback

Ask other students, your parents or siblings to read over assignments and make suggestions on how to improve them. Practise a presentation with a friend and ask for friendly feedback.

Reward yourself

Give yourself small rewards for completing work or meeting goals.

Celebrate your successes

Notice when you are doing well. Hang certificates above your desk and highlight positive teacher comments on assignments. Make a list of 10 things you did well over the last month.

Work within time limits

Before starting a task, estimate how long it will take. Set a timer. At the mid-way point, check to see if you are on target. Analyze your own work habits. Identify any time-wasting habits and develop ways to work faster and meet deadlines.

Keep working when you are stuck³⁵

- Read the directions TWO more times.
- Highlight key words.
- Look at an example and talk through the steps in your mind.
- Copy the sample question and work through it on your own.
- Give yourself a fresh start. Recopy the question or write your answer on another piece of paper. Then, work through it by yourself.
- Mark the question with a star (*) and come back later.

Add to your study tricks

Try different ways to review notes. Use highlighters and experiment with mind maps, flashcards and graphic organizers. (Look over pages 40–41 for more ideas.)

35. From Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 5. Reproduced with permission. For ordering information, fax 780-439-3915.

Be a problem-solver³⁶

Step 1 Face it — YOU have the problem.

Even if you think it is entirely the other person's fault, you have a problem because the problem bothers you. Take ownership.

Step 2 Identify the problem.

Identify what it is that bothers you. If you can see the problem for what it is, you can begin to look for solutions.

Step 3 Acknowledge your feelings.

Give yourself permission to dislike the problem. "I don't like this and that's okay. Now, what can I do to get what I want or need?" Refocus your energy on finding solutions.

Step 4 Look at your options.

Be practical, realistic and serious.

- Will these solutions really work?
- Can I give each solution an honest try?

Write the solutions down and choose which one to try.

Decide what you need to do first and gather any resources you need.

Step 5 Put your solution into practice.

Begin with a positive attitude. You've thought through your solution step-by-step. If your solution doesn't work, change one part of your plan or try another solution. Keep working until you are satisfied.



Expand your support network

Talk to someone in class that you would like to get to know better. Choose a teacher that you trust and ask for feedback on an assignment you would like to improve. Consider joining an extracurricular group where you can make new friends.

36. From *Learning to learn: Strengthening Study Skills and Brain Power* by Gloria Frender; IP 190-5, Copyright 1990 by Incentive Publications, Inc., Nashville, TN 37215, pp. 227-228. Used by permission. This information can only be reproduced on a limited basis for individual use by teachers/students.

Share your skills and knowledge

If there is a subject you are particularly good at and really enjoy, use your expertise to help a friend, teach a younger brother or sister, or tutor another student.

Let go of your mistakes

Think about your successes and stop dwelling on past mistakes. Take a recent situation that is bothering you and figure out what you learned from it. Then, visualize that mistake flying off.



Take learning risks

Try something you haven't tried before. Volunteer when the teacher asks for a student to come to the front of the room for a demonstration. Work with a partner that you don't know. Use these opportunities to find out new information about yourself.

Look on the lighter side

Make an effort to see the humour in things. Try turning a mistake into a funny story. The physical act of smiling makes people more relaxed and open to learning.

Monitor your own television viewing

Make sure you are not wasting your time passively watching television. If you watch more than 10–15 hours a week, you watch too much.

Find out what inspires you

Look for music, poems and stories that make you feel strong and upbeat. Find quotes and pictures that speak to your heart. Tape a copy of an inspirational quote or poem on the inside of your binder; sing part of a favourite song to yourself, or recall a favourite story or character as you face challenges throughout the day.

Find out what's new in technology

Check out computer stores and web sites to see what new developments might help you. Talk with your school's computer teacher to see if there is new software that would work for you.

Learn about learning

Learn more about learning. Find out about the seven different kinds of smarts. Check out a library book on study skills or watch a documentary about how the brain works. Ask a teacher or counsellor what they've read lately about ways to improve learning. See what new ideas work for you.



Make School *Work for You*

Activities

• Know Yourself

• Get Organized

• Make Every Class Count

• Use Tests to Show
What You Know

• Present Your Learning

• Get Along with Others

• Get People on Your Side

• Stay Motivated

Activity I

Uncover your challenges inventory

Date: _____

Name: _____



	always	usually	sometimes	not yet
1. I come to school every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I come to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I come to class with the materials I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I come to class prepared; e.g., textbook read, assignments complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I leave my worries outside the classroom door.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can follow written directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can follow spoken directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understand the new ideas the teacher presents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can focus my attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I contribute to class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I take accurate and detailed notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My notebooks are organized and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am clear and concise when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My written work is accurate, legible and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I finish assignments within time limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity I (continued)

Uncover your challenges inventory

	always	usually	sometimes	not yet
16. I know when and who to ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can sit still for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I do not distract or chat with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I remain calm and focused during tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I do well on tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. To get more feedback about my in-class behaviour I could talk with:

B. Do teachers ever mention a specific in-class behaviour to you? For example, "Don't chat with your neighbours," or "You need to bring a pencil everyday." Write these comments down even if you don't like them or agree with them — there may be helpful information in this feedback.

For more information on identifying your in-class challenges, please see page 2.

Activity 2

Date: _____

Name: _____

Know your own strengths inventory



A. List four successful experiences you have had in the last 12 months:

- _____
- _____
- _____
- _____

B. List four everyday things you do well:

- _____
- _____
- _____
- _____

C. List two things you could teach someone else:

- _____
- _____

D. List 10 positive words to describe yourself:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

E. List two things that really matter to you:

- _____
- _____

F. List two things you can do for yourself that will always makes you feel good:

- _____
- _____

G. List two people who you can count on for help and support:

- _____
- _____

For more information on identifying your learning strengths, please see page 3.

Activity 3



What works for me inventory

Date: _____

Name: _____

A. How I look after myself

- How much sleep do I need? _____
- What kind of food makes me feel the most alert? _____
- What snacks are good energy sources? _____
- What times of the day do I need to eat? _____
- What time of the day do I have the most energy? _____
- What time of the day do I have the least energy? _____
- What type of exercise makes me feel energized? _____
- What kinds of activities help me relax? _____

B. Tools that help me learn

- What writing tool works best for me (type of pen, pencil, colour of ink)? _____
- What kind of paper helps me keep organized (wide-ruled, unlined, wide margins, pre-punched)? _____
- What colour paper do I find the easiest to read? _____
- What binder system works for me? _____
- What other supplies help me keep organized; e.g., white-out, post-it notes, ruler?

- What calculator works best for me; e.g., size, features? _____
- What spellchecker works best for me? _____
- What is my favourite dictionary? _____
- What other reference books help me learn? _____
- What computer programs are helpful to my learning? _____

C. In the classroom

- What seat in the classroom works best for me? _____
- What do I read best from?
 ___ chalkboard ___ overhead ___ projector ___ chart paper ___ my own copy
- Does the colour of ink (or chalk) make a difference? _____
- Does the type of print; e.g., printed, handwritten or typed, make a difference? _____

- Does the size and spacing of print make a difference? _____

Activity 3 (continued)**What works for me inventory**

D. Rank in order from 1 to 12 which directions work best for me:

- _____ teacher explains aloud
- _____ teacher writes directions on the board
- _____ teacher does example on the board
- _____ teacher asks another student to demonstrate
- _____ teacher asks all students to try a sample at their desks
- _____ I read the directions while the teacher reads them
- _____ I read the directions on my own
- _____ teacher shows me at my desk
- _____ another student explains a second time and answers my questions
- _____ I watch what another student does
- _____ I try it on my own and then check with teacher
- _____ I try it on my own and then compare with another student

E. Tricks I use to keep myself organized (see page 14 for ideas):

F. Tricks I use to keep myself focused and on task in class (see pages 25–29 for ideas):

G. Special things that teachers can do to help me learn:

Activity 4

Goal setting organizer

Date: _____

Name: _____

Goal

My goal is to ...

Is your goal

- ☐ Specific?
- ☐ Measurable?
- ☐ Achievable?
- ☐ Realistic?
- ☐ Time-based?

Rationale

I chose this goal because ...

Action plan

To reach this goal I will ...

Measurement

How will I know if I am successful?

Evaluation

What would I do differently in the future?

For more information on goal setting,
please see page 8.

Activity 5

Date: _____

Name: _____

**Know your time limits checklist**

I would like to participate in the following extracurricular activities:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

My time commitments this year are:

A. My family responsibilities after school:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

B. My athletic/team sport commitments after school:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

C. Additional lessons, organizations or volunteer commitments:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

D. My part-time job commitment during the school year:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

E. Other:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

Activity 6

Daily schedule

Date: _____

Name: _____

Week of _____ to _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							



For more information on making a daily schedule,
please see page 15.

Activity 7

Note-taking formats

Name _____

Column note-taking

Subject:

Date:

Main ideas	Supporting details

Question and answer note-taking

Subject:

Date:

Questions	Supporting details

For more information on note taking,
please see page 32.

Activity 8

Date: _____

Name: _____



Note-taking inventory³⁷

From time to time, it's smart to check the quality of your notes to see how you're doing. Then you'll know if you need to make any changes or improvements.

Check a sample of your class notes with this note-taking inventory.

My notes contain:

	Yes	Not yet
1. Date of class	<input type="checkbox"/>	<input type="checkbox"/>
2. Title	<input type="checkbox"/>	<input type="checkbox"/>
3. Writing neat enough to read	<input type="checkbox"/>	<input type="checkbox"/>
4. No more than one idea per line	<input type="checkbox"/>	<input type="checkbox"/>
5. Plenty of blank space to add extra ideas later	<input type="checkbox"/>	<input type="checkbox"/>
6. All main ideas	<input type="checkbox"/>	<input type="checkbox"/>
7. All important details	<input type="checkbox"/>	<input type="checkbox"/>
8. All key terms and definitions	<input type="checkbox"/>	<input type="checkbox"/>
9. Abbreviations as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
10. No unnecessary words	<input type="checkbox"/>	<input type="checkbox"/>

Count one point for each Yes box checked and add up your points to see how you score _____

9–10 points:	You're a great note-taker!
7–8 points:	You're a good note-taker.
5–6 points:	You need to take better notes.
4 points or less:	Make a note of this: practise, practise, practise!

37. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 31) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

For more information on note taking, please see page 34.

Activity 9

Study organizer³⁸

Date: _____

Name: _____

A. DEFINITIONS/TERMS*(Know what these words mean and be able to use them.)***B. CLASSIFY***(Be able to compare and contrast — know the similarities and differences.)***C. EXPLAIN***(“What if . . .” “Tell why . . .” “Give reasons . . .”)***D. DRAW (and label)****E. DEMONSTRATE**

38. From Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 8. Reproduced with permission. For ordering information, fax 780-439-3915.

Activity 10

Paragraph planner ³⁹

Date: _____

Name: _____

Topic: _____

Key words

Introductory sentence (Tell what you are going to write about and grab your reader's interest.)

First detail sentence



Follow-up sentence (more information about first detail)

Second detail sentence



Follow-up sentence (more information about second detail)

Third detail sentence



Follow-up sentence (more information about third detail)

Closing sentence (Say your opening sentence in a different way.)

39. From Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Edmonton Public Schools, Resource Development Services, 1999), p. 219. Reproduced with permission.

For more information on writing paragraphs, please see page 50.

Activity 11

Linear outline

Date: _____

Name: _____

Introduction

Subject/Title

Subtopics

1. _____ 2. _____ 3. _____

Supporting Information

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Summary

References

Activity 12

Getting along with others inventory

Date: _____

Name: _____



In class

always usually sometimes not yet

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • I arrive in class on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I bring needed books and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I greet other students as I enter the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I answer questions with a few sentences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • When I start a conversation, I check that the other people appear interested. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I limit small talk to before and after class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I sit up straight. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I remove distracting hoods and hats. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I make eye contact with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I show active listening by nodding my head and turning to the speaker. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I volunteer at least two answers per class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • If I've missed directions, I look to other students for clues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

With partners and in small groups

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • I am willing to work with a variety of partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I try to make others feel comfortable by making small talk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I show that I'm willing to work with others by moving closer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I am polite to people I would rather not work with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I listen carefully to directions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I clarify directions with my partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I make a rough plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Activity 12 (continued)

Getting along with others inventory

	always	usually	sometimes	not yet
• I check the deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I use a quiet voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I stay with my group and focus on the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I resist complaining about the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I do my share of the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I volunteer ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I show good listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I encourage others to contribute their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I refrain from put-downs of other people's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am willing to try new roles, even if I'm uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I support my partners in group presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

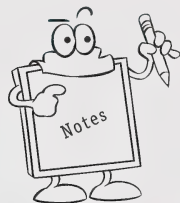
Solving problems

• I use all my skills to build a positive working relationship with partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I let partners know when I think we have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am willing to make a new plan and start over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• If necessary, I'll share my concerns with the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Getting connected

• I participate in at least one extracurricular activity each term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

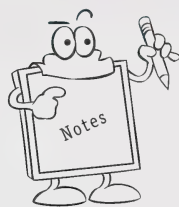
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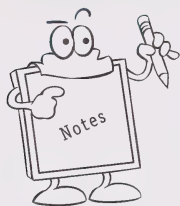




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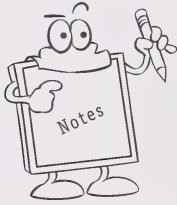




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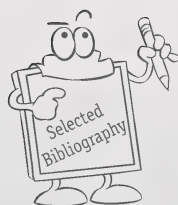
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Alberta
LEARNING

High School Work

1. The first part of the work is to find the area of a rectangle.

2. The second part is to find the area of a parallelogram.

3. The third part is to find the area of a triangle.

4. The fourth part is to find the area of a circle.

5. The fifth part is to find the area of a sphere.

6. The sixth part is to find the area of a cylinder.

7. The seventh part is to find the area of a cone.

8. The eighth part is to find the area of a pyramid.

9. The ninth part is to find the area of a prism.

10. The tenth part is to find the area of a cylinder.

11. The eleventh part is to find the area of a cone.

12. The twelfth part is to find the area of a pyramid.

13. The thirteenth part is to find the area of a prism.

14. The fourteenth part is to find the area of a cylinder.

15. The fifteenth part is to find the area of a cone.

16. The sixteenth part is to find the area of a pyramid.

17. The seventeenth part is to find the area of a prism.

18. The eighteenth part is to find the area of a cylinder.

19. The nineteenth part is to find the area of a cone.

20. The twentieth part is to find the area of a pyramid.

21. The twenty-first part is to find the area of a prism.

22. The twenty-second part is to find the area of a cylinder.

23. The twenty-third part is to find the area of a cone.

24. The twenty-fourth part is to find the area of a pyramid.

25. The twenty-fifth part is to find the area of a prism.

26. The twenty-sixth part is to find the area of a cylinder.

27. The twenty-seventh part is to find the area of a cone.

28. The twenty-eighth part is to find the area of a pyramid.

29. The twenty-ninth part is to find the area of a prism.

30. The thirtieth part is to find the area of a cylinder.

31. The thirty-first part is to find the area of a cone.

32. The thirty-second part is to find the area of a pyramid.

33. The thirty-third part is to find the area of a prism.

34. The thirty-fourth part is to find the area of a cylinder.

35. The thirty-fifth part is to find the area of a cone.

36. The thirty-sixth part is to find the area of a pyramid.

37. The thirty-seventh part is to find the area of a prism.

38. The thirty-eighth part is to find the area of a cylinder.

39. The thirty-ninth part is to find the area of a cone.

40. The fortieth part is to find the area of a pyramid.

41. The forty-first part is to find the area of a prism.

42. The forty-second part is to find the area of a cylinder.

43. The forty-third part is to find the area of a cone.

44. The forty-fourth part is to find the area of a pyramid.

45. The forty-fifth part is to find the area of a prism.

46. The forty-sixth part is to find the area of a cylinder.

47. The forty-seventh part is to find the area of a cone.



Inside

You'll find
ideas you
can use to:

Make School *Work for You*

**Offers practical ideas
for how to do better at school**

- ➔ • know yourself
- ➔ • get organized
- ➔ • make every class count
- ➔ • use tests to show what you know
- ➔ • present your learning
- ➔ • get along with others
- ➔ • get people on your side
- ➔ • stay motivated

